



UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XIV.

ST. LOUIS, NOV., 1881.

No. 11.

Slated Paper.

PROF. A. B. CRUMP of Pine Bluff, Ark., in a recent letter says: "I bought of you last year, slated paper for Blackboards, and found it to be just as you recommended it. Please fill the following order, etc. I could not do my work without plenty of

BLACKBOARDS,

and your slated paper exactly and fully fills the bill."

CHICAGO SCALE CO.,
151 S. Jefferson St., Chicago, Ill.,
2-Ton Wagon Scales, \$40; 4-Ton,
\$60. The Little Detective, \$3. Send
for Price List. 14-510

Catarrh
Rev. T. P. Childs, Troy, Ohio has the only known means of Permanent Cure for this loathsome disease. A full Statement of his method sent free. CURE yourself at HOME. No charge for consultation by mail. Address
REV. T. P. CHILDS, TROY, OHIO
14-615-5

ASTHMA Quickly and Permanently CURED
Dr. Stinson's Asthma Remedy is unequalled as a positive Alternative and Cure for Asthma and Dyspepsia, and all their attendant evils. It does not merely afford temporary relief, but is a permanent cure. Mrs. B. F. Lee, of Belmont, O., says of it: "I am surprised at the speedy effects of your remedy. It is the first medicine in six years that has loosened my cough and made expiration easy. I now sleep all night without coughing." If your druggist does not keep it, send for treatise and testimonials to
H. P. K. PECK & CO.,
855 Broadway, New York.

A WANTED in every County in the United States and Canada to take the exclusive control of territory for the sale of the celebrated **FOLLETT'S LAMP TIP** pronounced the greatest invention of this century. A necessity to every Oil Lamp. Saves trimming the wick. Positively prevents smoking or flickering. All small from oil obviated, and doubles the light, fits any Lamp. Sells at night. Agents can realize handsome and steady incomes. A sample Tip supplied to Agents by mail for 15 cents, currency or stamps. Address immediately for circulars, terms and territory,
FOLLETT LAMP TIP CO.,
3 Park Row, New York City.

WASHINGTON UNIVERSITY Of St. Louis.

COMPRISES THE FOLLOWING DEPARTMENTS:

I. SMITH ACADEMY.

Washington Avenue and Nineteenth Street.
Opens September 15th.

DENHAM ARNOLD, PRINCIPAL.

A Preparatory School, for College, Polytechnic School and Business.

II. MANUAL TRAINING SCHOOL

Washington Avenue and Eighteenth Street.
Opens September 12th.

C. M. WOODWARD, DIRECTOR.

This is a School for Boys not less than Fourteen Years Old. The Course of Instruction runs through Three Years. Branches Taught are Mathematics, History, Physics, English Language and Literature, Drawing and the Use of Tools; the last named includes Carpentry, Pattern-Making, Blacksmithing, Machine-Work, and the management of the Engine.

III. MARY INSTITUTE.

Beaumont and Locust Streets.

Opens September 19th.

C. S. PENNELL, PRINCIPAL.

A Completely Equipped School for Girls and young Ladies.

W. G. ELIOT, CHANCELLOR.

For conditions of admission, or further information, apply to the officers named above.

The Treasurer's Office is in Room No. 3, University Building.

Departments IV., V., VI. and VII. are open to students of both sexes.

In the Undergraduate Departments, comprising the College and Polytechnic School, all facilities for the best education, Library, Apparatus, Laboratories, Assay Rooms, Gymnasium, &c., are adequately supplied. All "undergraduates" have free admission to work-shop instruction in Manual Training School.

Smith Academy has its own Laboratory, Gymnasium, Reference Library, &c.

To the School of Fine Arts, the recent erection of the St. Louis Museum of Fine Arts, on Lucas Place, at cost of \$130,000, has given the best opportunities for advanced instruction. Its collection of casts, autotypes, and other objects of art is not surpassed, for the purposes of art instruction, by any art school in the United States.

In the Law School, steady advancement has been made during the last three years. The accession of Dr. W. G. Hammond, who will give his undivided attention to the School, insures its great and continued improvement. The Library has been largely increased and the building put in complete order.

In the various Departments seventy-five Professors and Instructors are fully employed, besides the occasional services of others in Lectures, &c.

The number of students in all departments now exceeds thirteen hundred.

More than one hundred Lectures on topics connected with Science, History and Literature, which are open to the public, are annually delivered in the University Halls.

N. B. Good board, with lodging, including fire and light, can be obtained at Mrs. Wolfe's, 1014 North Nineteenth Street, and at other equally convenient places, for \$20 per month and upward.

A dining-room or private restaurant is expected to be opened Sept. 1st, by Mrs. Eaton, No. 1725 Washington Avenue [one block from the University and Law Buildings], where full board can be obtained at \$3 per week, and single meals at proportionate rates.

IV. THE COLLEGE.

University Building, Washington Avenue and Seventeenth Street. Opens Sept. 15th.

M. S. SNOW, DEAN.

DEGREES.

- I. Bachelor of Arts.
- II. Bachelor of Philosophy.
- III. Master of Arts.

V. POLYTECHNIC SCHOOL.

University Building, Washington Avenue and Seventeenth Street. Opens Sept. 15th.

C. M. WOODWARD, DEAN.

DEGREES.

- I. Civil Engineer.
- II. Mechanical Engineer.
- III. Chemist.
- IV. Engineer of Mines.
- V. Architect.

VI. ST. LOUIS SCHOOL OF FINE ARTS

University Building, Washington Avenue and Seventeenth Street. Opens October 3.

HALSEY C. IVES, DIRECTOR.

VII. ST. LOUIS LAW SCHOOL.

No. 1417 Lucas Place. Opens October 12th.

W. G. HAMMOND, LL.D., DEAN.

Late Chancellor of the Iowa State University Law School.

W. G. ELIOT, CHANCELLOR.

SHEFFIELD SCIENTIFIC SCHOOL. OF YALE COLLEGE.

Courses in Chemistry, Pure and Applied, in Civil and in Dynamic Engineering, in Agriculture, Botany, Zoology, Mineralogy, and Geology, and in General Scientific Studies, with English, French, and German, Political Economy, History, etc.

For programme, address Prof. GEO. J. BRUSH, Executive Officer, New Haven, Conn. x312-2

UNION COLLEGE OF LAW. CHICAGO, ILL.

The Fall term begins Sept. 21. Diploma admits to the Bar of Illinois. For circular address 14-82t H. BOOTH, Chicago, Ill.

ILLINOIS STATE NORMAL UNIVERSITY, for the special preparation of teachers. The full course of study requires three years. Tuition free to those who pledge themselves to teach in the State; to others, \$30 per year. High School Department offers the best advantages for preparing for college or for business. Tuition \$30 per year. Grammar School Department furnishes excellent facilities for obtaining a good practical education. Tuition, \$25 per year. Terms begin Aug. 29, 1881 and Nov. 21, 1881. For particulars address Edwin C. Hewitt, President, Normal, Ill. 18-100

BROOKLYN, N. Y., Coll. Gram. School, (1849 to 1881). L. W. Hart, A. M., Principal. Classes small; instruction very thorough and individual. Mathematics, Classics, and business English, as each scholar selects. (If you have friends in Brooklyn, mail them this journal. 11-712-7

ST. LOUIS SCHOOL OF ORATORY

I. N. BEERS, Principal.

Elocution a Specialty!

PROF. BEERS is one of the most successful teachers of Elocution in the United States, having had 25 years experience, during which time he has had under his training many of the most prominent educators, ministers, lawyers, and public men in this country.

Write for special 16-page circular, giving a large list of references and other information.

210 & 212 N. Third Street, St. Louis.
14-50

UNIVERSITY OF NEBRASKA, Lincoln, Edmund B. Fairfield, S. T. D., LL.D., Chancellor. Tuition free to all. No charge for incidental expenses. All expenses moderate. Fourteen Professors and Teachers. Classical, Scientific, Literary, Agricultural, and Preparatory Courses. Open to both sexes. Extensive cabinet and apparatus. Send for catalogue. 11-812-7

HOPE FOR THE DEAF

Dr. Peck's Artificial Ear Drums
PERFECTLY RESTORE THE HEARING and perform the work of the Natural Drum. Always in position, but invisible to others. All Conversation and even whispers heard distinctly. We refer to those using them. Send for descriptive circular with testimonials. Address, H. P. K. PECK & CO., 855 Broadway, New York.
14-1015-3

MRS. LYDIA E. PINKHAM, OF LYNN, MASS.,

Woman can Sympathize with Woman.



Health of Woman is the Hope of the Race.

Given for Health
LYDIA E. PINKHAM'S
VEGETABLE COMPOUND.

Is a Positive Cure

for all those Painful Complaints and Weaknesses so common to our best female population.

It will cure entirely the worst form of Female Complaints, all ovarian troubles, Inflammation and Ulceration, Falling and Displacements, and the consequent Spinal Weakness, and is particularly adapted to the Change of Life.

It will dissolve and expel tumors from the uterus in an early stage of development. The tendency to cancerous humors there is checked very speedily by its use. It removes faintness, flatulency, destroys all craving for stimulants, and relieves weakness of the stomach. It cures Bloating, Headaches, Nervous Prostration, General Debility, Sleeplessness, Depression and Indigestion.

That feeling of bearing down, causing pain, weight and backache, is always permanently cured by its use. It will at all times and under all circumstances act in harmony with the laws that govern the female system. For the cure of Kidney Complaints of either sex this Compound is unsurpassed.

LYDIA E. PINKHAM'S VEGETABLE COMPOUND is prepared at 233 and 235 Western Avenue, Lynn, Mass. Price \$1. Six bottles for \$5. Sent by mail in the form of pills, also in the form of lozenges, on receipt of price, \$1 per box for either. Mrs. Pinkham freely answers all letters of inquiry. Send for pamphlet. Address as above. Mention this Paper.

No family should be without **LYDIA E. PINKHAM'S LIVER PILLS**. They cure constipation, biliousness, and torpidity of the liver. 25 cents per box. Sold by all Druggists.

PENSIONS For SOLDIERS,

widows, fathers, mothers or children. Thousands yet entitled. Pensions given for loss of finger, toe, eye or rupture, varicose veins or any disease. Thousands of pensioners and soldiers entitled to **INCREASE AND BOUNTY**. **PATENTS** procured for inventors. Soldiers land warrants procured, bought and sold. Soldiers and heirs apply for your rights at once. Send 2 stamps for "The Citizen-Soldier," and Pension and Bounty laws blanks and instructions. We can refer to thousands of Pensioners and Clients. Address **N. W. Fitzgerald & Co., Pension and PATENT Attys.**, Lock Box 108, Washington, D. C.

**Rohrer's Bookkeeping.**

The most complete system extant, and at prices below any other series.

N. B. Special terms made for introduction.

PRICES.

Primary..... 50
 Lectures..... 1 00
 Common School Edition..... \$1 50
 Counting House Edition..... 3 00
 Key..... 2 00

A sample copy of either book for examination, will be sent by mail on receipt of half price—or the five books for \$3 50.

The five books sent to teachers for examination for \$3 50, but only in reply to requests accompanied by the money.

GILBERT BOOK CO., Publishers.

9-9 209 N. Fourth Street, St. Louis, Mo.

PENSIONS.

Every wound or injury, even by accident, or any disease entitles a soldier of the late war to a pension. All Pensions by the law of January, 1878, begin back at date of discharge or death of the soldier. All entitled should apply at once. Thousands who are now drawing pensions are entitled to an increase. Soldiers and widows of the war of 1812 and Mexican war are entitled to pensions. Thousands are yet entitled to bounty but do not know it. Fees in all cases \$10. Pay for every description of war claims collected. Employ an attorney residing in Washington, who can give personal attention to your business. American and foreign patents obtained on short notice. Send two stamps for pension and bounty laws. Address **W. T. Fitzgerald**, U. S. Claim Agent, Lock Box 422, Washington, D. C. 14-3 15-3

A person of good address is one whose manner of speaking is graceful, suitable and impressive, and we all know that this goes a great way in business, in social life, in traveling, and in all human associations. Hence, the child who becomes a good reader becomes likewise a good talker, and learns how to use language effectively under all circumstances.

ARE you doing all and the most, and the best that you can to circulate the printed page?

A very large number of teachers and school officers, as well as private citizens, have availed themselves of our liberal premiums offered for subscribers, and this journal is being read by a larger number of tax-payers than ever before, "with most beneficial results to our educational interests." So the letters state, which are sent in by the score.

Much more good could be done in this direction by a little effort on the part of our teachers.

It will bring to you four-fold its cost.

Is it not an error that parents and teachers alike make the world too easy for our boys and girls? An easy world is a very pleasant place for boys and girls, no doubt, but it is not a good place wherein to make men and women of them. The best plants do not always grow in the richest soil.

Let it be understood that teaching is not merely learning lessons. It is not mere talking. It is something more than mere telling. It is causing a child to know. It is awakening attention, and then satisfying it. It is an out and out live process.

There is a great deal in the attitude of a man or a woman. There is power in the way the head is carried; power in the carriage of the back; in the use of the limbs.

The management of the hands and feet is important in expression; and of the countenance. They talk now about the education of the countenance, and it is a good point.

Beauty is a thing of expression more than of feature. All the emotions may be expressed by the face, and especially by the eyes and mouth. Here, then, is a branch of study which teachers should not neglect, namely—bodily expression. It may be a source of great power to the teacher; and it is an important part of education to the children.

A good training for the memory, and in expression, and also for rapidity in transferring thoughts to paper, is writing what is remembered after

hearing the teacher read some sketch to the pupils. Try it!

KIDNEY-WORT

DOES WONDERFUL CURES! WHY?

Because it acts on the LIVER, BOWELS and KIDNEYS at the same time.

Because it cleanses the system of the poisonous humors that develop in Kidney and Urinary Diseases, Biliousness, Jaundice, Constipation, Piles, or in Rheumatism, Neuralgia, Nervous Disorders and Female Complaints.

SEE WHAT PEOPLE SAY:

Engene B. Stork, of Junction City, Kansas, says, Kidney-Wort cured him after regular Physicians had been trying for four years.

Mrs. John Arnall, of Washington, Ohio, says her boy was given up to die by four prominent physicians and that he was afterwards cured by Kidney-Wort.

M. M. R. Goodwin, an editor in Chardon, Ohio, says he was not expected to live, being bloated beyond belief, but Kidney-Wort cured him.

Anna L. Jarrett of South Salem, N. Y., says that seven years suffering from kidney troubles and other complications was ended by the use of Kidney-Wort.

John B. Lawrence of Jackson, Tenn., suffered for years from liver and kidney troubles and after taking "harris of other medicines," Kidney-Wort made him well.

Michael Coto of Montgomery Center, Vt., suffered eight years with kidney difficulty and was unable to work. Kidney-Wort made him "well as ever."

KIDNEY-WORT

PERMANENTLY CURES KIDNEY DISEASES, LIVER COMPLAINTS, Constipation and Piles.

It is put up in Dry Vegetable Form in tin cans, one package of which makes six quarts of medicine. Also in Liquid Form, very concentrated, for those that cannot readily prepare it.

It acts with equal efficiency in either form. GET IT AT THE DRUGGISTS. PRICE, \$1.00

WELLS, RICHARDSON & Co., Prop's.

(Will send the dry post-paid.) BURLINGTON, VT.

Are You Going West?

All persons contemplating visiting or removal to Colorado, Wyoming, the Black Hills, Utah, Idaho, Montana, Nevada, Oregon, Washington or California, should correspond with Jas. F. Aglar, General Agent Union Pacific Railway, St. Louis, before purchasing tickets via any other line. Information of value relative to routes, rates, inducement to settlers, etc., together with carefully prepared and reliable publications descriptive of the States and Territories named, will be mailed free upon application.

14-4c

Allen's Brain Food.

A botanical extract. Permanently strengthens the brain, and positively cures nervousness, nervous debility, and all weakness of generative organs. Price, \$1; 6 for \$5. All druggists. Depot Allen's Pharmacy, 315 First Avenue, New York, N. Y. SEND FOR CIRCULAR.

14-7 12c

BOOK AND JOB PRINTING.

Done in the Best Style of the Art and at Reasonable Rates. Orders Solicited. Send for estimates on Catalogues and Pamphlet work before contracting elsewhere.

G. A. PIERROT,

8-12 9-11. 917 North Sixth Street, St. Louis.

THE ORIGINAL AND GENUINE MENEELY BELL FOUNDRY.

Established 1828. Bells for all purposes. Warranted satisfactory and durable.

MENEELY & CO., West Troy, New York.

Eclectic Educational Series!

New and Standard Publications.

Duffet's (Hennequin's) New French Method

Eclectic Atlas and Hand Book of the United States.

Ritter's Geographical Studies.

Ritter's Comparative Geography.

Standard Supplementary Readers.

Eclectic History of United States.

McGuffey's Revised Reading Charts.

Eclectic Geographies, Census 1880.

McGuffey's Revised Readers and Speller.

Ray's Arithmetics and Algebras.

Harvey's Revised Grammars.

Eclectic System of Penmanship.

Andrews' Manual of the Constitution.

Andrews' Elementary Geology.

Gow's Morals and Manners.

Peaslee's Selections for Memorizing

Price List and Catalogue on application.

VAN ANTWERP, BRAGG & CO.,

Publishers, Cincinnati and New York.

14-7d

WORK!

I am prepared to start you in a pleasant business at your own home. Suitable for either sex. Outfit only 25c. If you are not satisfied on receiving it, return at once and get your money back. Name this paper. **ALBERT A. COWLES**, Pleasant Valley, Litchfield County, Ct.

14-10 12

BRYAN'S**Electric Belt and Suspensories, for**

Nervous Debility, Impotency, and Physical Prostration.

Send for illustrated pamphlet, or give statement of disease, and prompt reply will be sent. Address **Electric Appliance Co.,** 2 Bond St., N. Y.

14-4 15-4

SCHOLARSHIPS.

We will be pleased to correspond with parties wanting scholarships in any Commercial College in St. Louis. Circulars and valuable information free. Address this office. B.

Aids to School Discipline.

Miss MARY LEE, Newport, Ark., writes us under date of June 15, '81, as follows: "I received the school aids three months since, and am much pleased with them. My pupils are delighted; each one trying to excel the other. I have never seen anything stimulate pupils so much. I would not on any account do without them."

ATTENTION, AGENTS! New Maps, Charts, Oil Paintings, Frames, etc. **E. H. ROSS**, 311 N. Fourth Street, St. Louis, Mo. 14-7 12c

5 to \$20 per day at home. Samples worth \$5 free. Address **STINSON & CO.**, Portland, Maine. 13-10 14-6

AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XIV.

ST. LOUIS, NOV., 1881.

No. 11.

Printed for the Editors, by G. S. BOUTON, and
"Entered at the postoffice at St. Louis, Mo.,
and admitted for transmission through the mails
at second-class rates."

Mr. J. H. BATES, Newspaper Advertising
Agent, 41 Park Row (Times Building), New
York, is authorized to contract for advertise-
ments in all the editions of the AMERICAN JOUR-
NAL OF EDUCATION at our best rates.

TABLE OF CONTENTS.

Various Items.....	2
Miscellaneous Editorials.....	3
Thoroughly Democratic.....	4
Can You Do This?.....	4
Good Books for Children.....	4
Better Teachers.....	4
Illustration.....	5
Our President.....	5
The Three Americas' Railway.....	6
The English Language.....	7
Object Teaching.....	7
Important.....	8
Tennessee.....	8
Alabama.....	8
An Active Doer.....	8
Texas.....	8
Iowa.....	8
Normal Schools.....	8
The Freight Blockade.....	9
Attention.....	9
A Just Tribute.....	9
Practical Wisdom.....	10
Please Say It.....	10
Local Supervision.....	11
Interest Your Pupils.....	11
True Education.....	11
Colored School Question.....	12
Missouri Official.....	12
Illinois Official.....	12
Recent Literature.....	13
The St. Louis Public Schools.....	13



ST. LOUIS, NOV., 1881.

J. B. MERWIN..... Managing Editor.
HON. E. D. SHANNON,
PROF. J. BALDWIN,
PROF. G. L. OSBORNE, } Associate Editors.
PROF. R. C. NORTON,
THEODORE HARRIS.

Terms, per year..... \$1 00
Single copy..... 10 cts.

We do not hold ourselves responsi-
ble for any views or opinions expressed
in the communications of our cor-
respondents.

Our associate editors are only re-
sponsible for such articles as appear
over their own signatures or initials.

Drive away at practical things.
Show the pupils how and where and
when they can use the knowledge
they get.

ARKANSAS moves steadily and
grandly forward under the inspiring
leadership of Hon. J. L. Denton, the
able and efficient State Superintend-
ent of Public Instruction.

He is giving the State a fine repu-
tation abroad, and the people re-
spond to his appeals and arguments
promptly and liberally everywhere,
and vote the tax necessary to sustain
the schools, and frequently supple-
ment the tax with liberal private do-
nations.

TEXAS reports from teachers and
county judges, who are ex-officio
county commissioners, sent to us, are
of the most interesting and encour-
aging character. Good schools are
being established all through the
State. Better teachers are being em-
ployed, better wages are paid, and the
payment, as it ought to be, is more
sure and more prompt.

The Sam Houston Normal College
is not only a growing power, but is
growing in popularity and efficiency.

LOUISIANA letters report that there
is a growing interest felt in the sub-
ject of education in that State.

Inquiries come almost every week
to us for copies of the rules and reg-
ulations of the St. Louis schools,
from this and other States.

Better teachers are wanted, better
methods are being adopted, better
wages are paid.

The Patent Gothic Desks and Seats
are in demand. Inquiries are made
for Maps, Globes, Blackboards, Dic-
tionaries, and other tools to work
with.

Railroads are being built, more
newspapers are taken, and altogether
the State is progressing and develop-
ing, and trade is expanding in every
direction.

INDIANA concludes to hold the next
State Teachers' Association in Indi-
anapolis. The meeting will begin on
Tuesday evening, Dec. 27th, and con-
tinue through Wednesday and Thurs-
day following. The Indianapolis
teachers are each allowed one day in
each year for "observation"—to visit
other schools of their own grade.
The time is well spent.

VIRGINIA is certainly making some
progress in school matters. The
county board of one of the leading
counties has decided to furnish each
of its teachers with the "Educational
Journal." This is a step forward,
which will result in good to the
schools. This is to be regarded as
public school property, belonging to
the schools rather than to any partic-
ular teacher.

GEORGIA, with a school population
of 433,444, expended \$471,029 46
last year to educate her children.

ALABAMA spent \$376,092 59, and
instructed 107,488 white, and 72,007
colored children, and a new and in-
creased interest is manifested by all
in the progress of the schools.

MISSISSIPPI
paid \$576,563 61 for the instruction
of her 112,994 white, and 123,710
colored pupils, and she has received
for educational purposes from the
general government over \$5,250,000!
Her people to-day are nobly supple-
menting by voluntary taxation and
by donations, this magnificent sum
to educate the people.

LOUISIANA
spent \$226,000 upon her 273,345 pu-
pils, and Texas \$717,727 upon her
school population—one-third colored
—of 266,709.

WEST VIRGINIA
has a school revenue of \$620,126 46,
and a school attendance of 142,850,
out of a school population of 213,
441.

TEXAS seems to be in earnest in
her efforts to put the schools of the
State on a good basis. The *Normal
Student* asks:

Can we pay out more than a mil-
lion dollars annually to have our
children taught by hundreds of teach-
ers (?) who have no fitness or qualifi-
cation for the work? Is this an eco-
nomic use of money? Is this justice
towards the innocent children?

Will this course produce a genera-
tion of educated people?

The people of Texas should elect
no man to a place in our legislative
halls, who would dare put his foot
upon our State Normal School. In
it is the future hope of our educa-
tional interests. Under its present
management a wonderful amount of
good will accrue to the people of all
parts of the State.

It is a pleasant, a useful, yea, a
powerful art, to read well. It is a
good thing for the family circle; it
is important for the leader of a meet-
ing, important for a teacher, for the
lawyer, for the actor, for the roator;
for every man and woman, whether
in social life or in business.

The best reading is in the style of
good talking, hence it belongs to that
whole subject of the utterance of lan-
guage which largely determines the
influence which men and women have
over each other.

There is a proverb that it matters
not so much what you say, as how
you say it.

THE total annual school income re-
ported by all the States and Territo-
ries is \$83,788,074.

How much is that a month? How
much a week? How much a day,
counting ten hours?

Teach the children that all things
in nature are governed by law, and
not by luck, and that what they sow
they are sure to reap.

THOROUGHLY DEMOCRATIC.

THE public school is, first of all, no respecter of persons; the stupid son of a rich man led in every class by the son of a mechanic cannot in after life look down on him as an inferior, whatever the conventional position of the two may be. Or if the rich man's son have brains as well as fortune, the poor man's son can never attribute to fortune only, the lead that he may take in after life. The school is thoroughly democratic, and each pupil learns in it that it depends on himself alone what place he may take in the future, and that although society may be divided into planes, there is no

SYSTEM OF CASTE,

and no barrier in the way of social success, except the want of character and ability to attain it. The association of the common school utterly prevent anything like servility in the relation of classes in after life, and although it is sometimes made a little too manifest that "one man is as good as another, and a little better," on the part of those who are more eager than discreet in their effort to rise, yet on the whole the relation of the various classes which must in the nature of things always, and everywhere exist, is that of

MUTUAL RESPECT,

and anything like the old-world distinctions of caste and rank would seem about as absurd to one as to the other. The common school is the solvent of race, creed, nationality, and condition in this country.

If you would have your child brought into contact and association with men and women of culture, see to it that such men and women are secured for teachers.

The influence of the teacher on the child is next to that of the mother.

PERSUADE the parents to visit your school, even if you have to do so by means of an exhibition in which "their children" take a part.

School directors and trustees are your legal superiors in office. You can persuade them, but do not undertake to ignore their wishes or counsel.

WHATEVER else is learned or not learned, a child leaving the public school at from 13 to 15 years of age, should be able—

1. To read well and to spell well.
2. To write a neat, rapid, and legible hand.
3. To work accurately any question in arithmetic involving the four rules and interest, that may arise in the common business of life.
4. To speak correct English, and

to write a letter of business or friendship neatly and correctly.

5. To use his faculties in observing the facts of the visible world around him, and to judge according to evidence.

It is not what people have, but what they do with what they have, which makes the difference between success and failure.

What can you do?

What do you bring to the market of the world, that it needs, to help it along and make it better?

CAN YOU DO THIS?

CAN you write a letter, date it, sign it, and plainly and properly direct it?

If you can do this, can you not show every pupil in the school how to do this necessary and important thing?

Look at this fact! As many as 50,000 defectively addressed and misdirected letters have been received in the New York postoffice in one day. Many letters do not bear the name of State or county, and in view of the repetition of the names of postoffices, no little difficulty is involved in securing the correct transmission of a great deal of mail matter.

Always put on the name of the postoffice and the name of the State and county, and write your own name plainly. Sign your full name to all letters. We now have some twenty letters and over, some of them containing remittances to this Journal, but no name is signed to them. Some of them, too, have no postoffice given. Children should be taught at school to avoid these mistakes.

To give some idea of the liability of letters going astray that are not directed with the name of the State as well as the county and the post-office, the following list is given:

There are in the United States the following postoffices bearing the same names: 30 Washingtons, 25 Springfields, 7 Philadelphias, 18 Brooklyns, 22 Richmonds, 12 Bostons, 16 Middletowns, 20 Williamsburgs, 5 Baltimores, 10 Bangors, 16 Buffalos, 17 Burlingtons, 17 Charlestons, 4 Chicagos, 8 Cincinnati, 10 Cleveland, 25 Dayton, 15 Louisvilles, 15 Lowells, 3 Milwaukeees, 14 Nashvilles, 15 Quinceys, 12 St. Pauls, 7 Toledos, 13 Wilmingtons, 5 Omahas. This list might be extended to more than 250 different and familiar names.

Always put the name of the post-office, the State and the county, on your letter, and sign your own name in a plain hand that can be quickly and easily read.

Can you organize a few of the more intelligent pupils and people of your school district into a "reading circle" or a mutual improvement society?

It will be a great benefit to all parties interested.

Try it, and see what you can do, and so find out what you need to insure success. The time is passing, and you must not only get ready to do something, but do it.

GOOD BOOKS FOR CHILDREN.

EVERY school district should have a library, because there the children of that district meet regularly and often as at no other centre, because it will benefit all who love to read, and will inspire a taste for good reading more surely and more readily than can be done in any other way, because it will not cost much in all, and will cost very little to any one person; because childhood and youth are not only the proper time, but usually the only time to form such a taste, and to direct it wisely; because it increases manifold all the benefits of the school studies, by showing what all the world has done in former ages, and is doing now everywhere at home and abroad.

The management of such a library is easy and pleasant. The co-operation of teacher, parents, trustees and children should be enlisted as fully as possible, to form it, and to conduct it, and to use it well.

If the teacher will write to Hon. John Eaton, Commissioner of Education, for pamphlet showing how to manage, Mr. Eaton will no doubt send it.

If the teacher calls on the trustees to aid the movement, he will find usually some or all of them perfectly willing to advise, and to aid so good a work, or, at least, to consent freely to his going on with it.

It needs no large fund, for as shown in the new volume (1879) Report of Commissioner of Education, p. 157, the fund ranges from \$0, up as high as \$15,000—among the additional public libraries for 1879. The number of volumes added in the year, ranges from 12 up to 1,045.

Where is there a district too poor to add 12 books a year? If the 12 books are read by 10 children each, that is 120 readings in a year, which is a great stock of knowledge added to the dry work of the classes. The teacher who is always reading a good book is growing, and fresh, and spirited, and no other teacher is fit and suitable to lead and inspire and elevate the minds of his pupils. It is a glorious fellowship and friendship of thought and truth, to which all the rising generation should belong as active members. The thinkers are

apt to be readers. The readers are often led to be thinkers, intelligent, prudent and effective.

Read and you will know.

Read nothing, and you will know little or nothing. Read choice books in company with your sons and daughters, and you enjoy the books doubly or trebly. When the pupils of a district are once interested in the right books, they outgrow vulgarity, horse-play, coarseness and petty crimes, for the mind and soul conquer the animal nature, and the man is higher than the beastly biped.

Co-operate in the subjects read and discussed, and used as topics of written exercises.

Co-operate in reading aloud some new and excellent book, as a daily lesson in school for the higher classes, or as an evening recreation, like a reading club.

Co-operate in buying a new book, at least once a month, or a good magazine—for it will be a charming bond of union and pleasure, like a telescope through which you all, teachers and pupils look a thousand miles, or five thousand miles, instead of looking only into the barn-yard, the workshop, or the dusty street, all the year round.

Co-operate now, for the long evenings are near.

L. W. HART.

BETTER TEACHERS.

THIS is everywhere the demand now. When we employ better teachers throughout this State, we shall have better schools, and in a short time a higher degree of intelligence among the people. We value the services of first-class teachers too lightly.

We show our good sense by employing first-class talent when we go to law, and act the part of wisdom when we secure the services of the most skilled physicians; but we show only

OUR FOLLY

in employing teachers of inferior qualifications, simply because they work cheap. We fully endorse the following on this subject from the White County, Ark., Beacon:

"We shall hail with pleasure the time when the profession of teaching becomes deservedly honored, and suitably remunerated. To this end the standard of qualification should be raised, and a fair compensation for their services demanded. Brains will command good pay, is an adage generally true, and should hold as good in the school room as elsewhere; and it should be no less true in the country and public schools, than in those of the cities and towns.

CHEAP TEACHERS.

The demand for cheap teachers is

detrimental to the cause of education, as it drives many who are qualified to teach, into other pursuits, and places in their stead persons inexperienced and incompetent. The time and proper instruction of the young should be esteemed far more precious than a reasonable rate of tuition, which a competent teacher deserves."

Our teachers need not be too modest in insisting upon those things absolutely necessary to insure success. The school house should be and must be properly seated and properly furnished before much can be done towards instructing the pupils.

It must be warm, and light and comfortable. It must have blackboards, and maps and seats. It must be clean and respectable and well ventilated and healthy, and the teacher must be promptly and liberally paid.

ILLUSTRATION.

MR. JAMES HUGHES, Inspector of Schools in Toronto gives the following valuable suggestions to his teachers.

They are as good for the teachers of the United States as for Canada. He says:

"Blackboard illustration is of more use than any or perhaps all other kinds of illustration. Every teacher can use it; no teacher should try to teach without it. Its superiority over other methods of illustration consists chiefly in the fact that

THE WORK GROWS

in the presence of the pupils. They see it made and help to make it, either by actually handling the crayon, or by making suggestions step by step as to what should be done next. The teacher who presents a finished illustration to his class weakens its effect by at least one-half. It is nearly as bad to do the whole illustration, even in the presence of the pupils, without explanation to them, or assistance from them at every step.

The following rules should be practised in blackboard illustrations:

1. Let the work done be simple in its character.
2. Avoid symbolism, rebuses, etc.
3. Arrange the steps in the process of thought in logical order.
4. Number the various steps either by figures or letters.
5. The steps in the illustration should be done as the process of thought is developed.

In solving a problem, make a diagram, drawing a map, explaining the construction of a machine, in fact in all kinds of

BLACKBOARD WORK,

every pupil ought to do on slate or paper what the teacher does on the

board, and usually part by part after him.

Picture, map, and chart illustration may be used in conjunction with blackboard illustration, both preceding and following it, to give a correct idea of things as wholes, and to show in some cases the coloring, etc. They ought to be used, too, in testing the accuracy of the work done by the teacher and pupils. For instance, when a map has been sketched it should be compared in its leading outlines with the actual map, to see whether the great features bear their proper relations to each other; whether Florida extends farther south than California, etc.

OUR PRESIDENT.

BY ANNA C. BRACKETT.

THE summer which has just passed cannot be said to have been to any of us a season of rest and refreshment. In most parts of the country the weather has been unusual and extreme in one way or another; and from the second day of July, when the telegraph sent far and wide over the land the news of the assassination in Washington, to the 19th day of September, when the tolling bells put an end to all our hopes, no day has been free from the shadow of anxiety.

It was truly as if the strong man lay fighting for life in the upper room of every house in the land, and the anxiety and weariness of watching and waiting which came to haunt the faces of those who look for the daily visit of the physician, began to show themselves in the millions who read the bulletins three times a day and counted the pulse-beats at Washington and Long Branch.

So it is that people do not come back from their summer homes refreshed. Every face seems to wear a shade of fatigue and sadness.

In the country towns, where all through the days of anxiety the farmers in the hay fields would pause to inquire of the chance passer by of the news from Washington, it was always not of "the President" but of "our President" that they wanted the report. It was as if he belonged to each one of their households.

But in a peculiar sense to us teachers, the man who has gone from us was "our President."

Never before had we had at the head of the Nation a man who was so identified with the cause of education. Never before had we teachers felt that there was, in the highest executive office a man who was peculiarly a teacher, and who could and did know our calling and its practical working.

It has been said and with truth that one reason why the sympathy of the world was so strongly with Garfield, was that he had touched so many lines of life and action. He had so much in common with so many different planes!

Between the time when he was working for a charcoal burner and was refused a tallow candle to study by in the evening because "the servants were not allowed candles," till the time when the Queen of England laid her wreath of roses on his coffin, how many different ranks of life he had known!

From the draymen and the carters in the London streets to the crowned monarchs of Europe, all could feel with and for the man who "was so human" that he fused all civilized humanity in one common feeling.

Thus it comes that we of the teaching profession feel that we have lost one of our own number in losing "our President," and to us his words on educational topics come demanding respect. We recognize in them the true spirit of a teacher.

How true his conception of our office was, cannot better be shown than by one story that is related of him, and which has already been quoted. It was on the occasion of some proposition to furnish some new facilities to some college or school.

"Yes," he said, "that is all well, but after all give me a plain wooden bench with Mark Hopkins on one end of it and me at the other, and you may take all the libraries, museums and cabinets."

The man who said that was surely "our President," for he knew as an assured fact that what constitutes the school or the college is the teacher and not the buildings or appurtenances thereof.

I have seen no lofty school houses since I read that sentence; I have taken up no report filled with statistics or percentages, that I have not seen more plainly than all the architecture and all the figures, far, far above them all, that wooden bench with Mark Hopkins at one end of it, and at the other, James A. Garfield.

The trouble is, we wait for large things to command us, and slight the invitation of small things close by us. A word frequently is of great cheer to some sad heart. Life is made up of words and deeds thrown into the hours as they hurry by. There was a motto on the temple of Delphos which read: "Know thy opportunity." This is one of the great lessons of life which should be learned early.

SEND ten cents if you want to see sample copies of this journal.

You will be surprised, when you come to talk over the matter with the people, and explain to them what you need, how cheerfully they will co-operate to devise ways and means to secure what you want.

It should be fully explained, and if in describing what you need, you come the better to understand its value yourself, nothing will be lost.

Reading Clubs will give our teachers and the pupils a chance to interest and enlighten the patrons and tax-payers, and show them the value of good reading, good books, good fellowship, and good habits.

Close promptly at 9 o'clock, and have another meeting next week.

HAVE you talked over the need of some more favorable legislation for the school interests of the State, with your member of the Legislature?

Have you pointed out plainly and specifically the defects of the school law, and shown him clearly how to remedy these defects?

It is important that this should be done fully and completely.

By all means keep hopeful, and cheerful and enthusiastic, and good natured.

Make your school the brightest, cheeriest of places for the pupils, and show them you are only helping them to help themselves, and to be stronger to do the work of life. There is a good deal of work to be done in the world.

BARE walls, hard, uncomfortable, unhealthy and ill-constructed seats, do not tend to draw children in large numbers, or inspire much enthusiasm either on the part of pupils or instructors. It pays to give the teachers "tools to work with," maps, globes, charts, a dictionary, and blackboards, and your children a comfortable, properly constructed seat to sit upon six hours in the day. Their health and progress both demand these necessary things.

If the pupils are interested the parents will very soon catch the same spirit, and when you have secured both the interest of the pupil and the parent, there is scarcely any limit to the good you can do.

People who are interested pay their money and give their time cheerfully to help you in your work.

Guiteau could never sleep at proper hours. Cursed with abnormal activity his nerves were always on the *qui vive*. Could he have had the soothing benefit of Dr. Benson's Celery and Chamomile Pills, his wretched brains would not have raged with improper fancies.

The Three Americas' Railway.

BY GEO. E. SEYMOUR.

THE rapid growth of the United States in wealth and general intelligence is justly regarded as phenomenal. The future of a country which, in a single century, has risen from a state of colonial dependence to be regarded as a first-class power among the nations of the world, lies beyond the range of prediction.

The wonderful achievements of the past have paralyzed the spirit of incredulity. The brilliant triumphs of science inspire us to think anything possible. The blue vault above us is hardly more thickly studded with possible but undiscovered worlds, than our future with possible but embryonic achievement.

Less than two years ago the proposition to build one continuous line of railroad from

HUDSON'S BAY TO PATAGONIA, passing through the more central portions of the United States, Central and South America, burst upon the public mind with the dazzling effulgence of a newly created sun in the heavens above us.

Older men rubbed their spectacles and read again, to assure themselves that the announcement of this stupendous scheme was not akin to the so-called Locke hoax of many years ago, in regard to certain marvelous discoveries said to have been made in the moon.

No sooner had they satisfied themselves of the genuineness of the announcement than they proceeded, without any knowledge whatever of the subject, to pronounce definite and unqualified judgment upon the possibility of the enterprise, and to characterize the projector as

A LUNATIC.

Verily, history does repeat itself. Galileo was pronounced insane for believing the Earth revolves on its axis. Copernicus was declared insane for thinking the Sun and not the Earth, the centre of our Solar System. Columbus was thought insane for seeing the logical necessity of the existence of another continent.

Fulton was insane for believing in steam as a motor in navigation; Stephenson was insane because he could not make the average member of Parliament understand how steam could be made to propel a locomotive twenty miles in a single hour. Morse was pronounced insane by an enlightened member of the Congress of the United States for believing that electricity could be made to do the bidding of man.

Yet these insane ideas have all been realized, and have become the sanest

conceptions in the most common minds in our midst.

Indeed, most of the grand conceptions which have stimulated the march of civilization in ancient as in modern times, have subjected the gifted men in whose brain those conceptions had their origin, to public ridicule, and often to public condemnation. Generally, ridicule is the impotent pioneer of the heartiest approval.

Socrates was possessed of a demon and suffered death as the reward of his superior philosophical insight.

CHRIST

was possessed of evil spirits, and suffered death as the reward of his superior spiritual insight. The teachings of both have moved steadily down the centuries, augmenting in power and extending in influence, until the one has come to give color and character to all our metaphysical investigations, and the other to give both color and character to all our spiritual aspirations.

Thus, fortunately for the race, there is found to be among us a sober second thought. That which finds no lodgment in our understanding at first comes ultimately to be regarded not only as truth, but as the profoundest philosophy, or as the grandest inspiration of the ages. But for this, the certain rectification of human judgments, human progress would be impossible.

As it is, we live in an age in which the spirit of human progress is epidemic. The very dreams of to-day become the realities of to-morrow.

The march of human ideas has become something grand; the history of human achievement simply colossal. We shall, in the near future, come to regard the very grandeur of a conception as a strong guarantee of its ultimate realization. When the dense clouds of ignorance and prejudice, which overhang our mental horizon and narrow the range of our mental vision, shall have been dispelled by the bright sun of human intelligence, the steady march of human progress will become the most wonderful phenomenon in the history of human development.

The three great civilizing powers of modern times, the press,

THE RAILWAY,

the telegraph, now waging a titanic war against the forces of nature, are carrying us upward and onward to the full fruition of man's fondest hopes and anticipations.

Though the history of the past is filled with ruin, and the wrecks of ages are a seeming waste of energy and of life, yet the thought, the energy, the activity of the past are just now crystalizing into a broader intelligence and a higher civilization.

These potent factors in the growth of modern communities, bring distant lands and distant peoples into practical contiguity, break down the barriers of caste, destroy local conventionalities, broaden and deepen man's sympathies and make them co-extensive with the whole human race. Such enlargement of human sympathy is the surest road to the ennoblement of human nature.

The intellectual stature of individuals in any age, is but the concentrated growth of all the preceding centuries. Whatever, then, contributes to the elevation of the masses, renders them a reservoir of energy to be utilized in the greater elevation of individuals. The possibilities of human development thus seem to be practically without limit. It seems, too, that any steady progress along the line of these possible achievements, must be the work of organized effort. The function of individual effort must be that of co-ordinating the efforts of the masses, and giving them intelligent direction, that their united strength may be massed upon a single vital point at one time.

We already begin to understand that the history of every enlightened people lies in the history of their material progress.

No people whose constant labor was absorbed in supplying the bare necessities of life were ever pioneers in any great movement, social, civil or intellectual, designed to benefit mankind.

Since railways are generally conceded to be the most potent instrumentality for promoting the material prosperity of nations, we may fairly conclude that our hopes for the future of our country lie in some mature and comprehensive system of railroads, which, while it provides speedy and safe facilities for travel and for the economic distribution of the products of labor, shall guarantee our citizens—one and all—against all dangerous or injurious monopoly, which is so often the dreaded ally of accumulated capital.

These are a few among many lines of thought which crowd upon us while reading a remarkable book just issued by the celebrated author of the "Impending Crisis of the South."

The "Three Americas' Railway" is quite a new and decided departure in the field of American literary effort. Containing the most mature thought upon the most gigantic enterprise of the centuries, it commends itself to every class in the republic of letters, by its cosmopolitan breadth of view; by its clear and cogent arguments; by its wide range of facts, and by its great wealth of illustration.

MR. HELPER'S

travels in, and familiarity with the needs of Central and South America, led him, some fifteen years ago, to reflect carefully and continually during these many years upon the great and growing importance of our commercial relations with those countries. These relations, so meager then and so meagre still, became the burden of his thought, and finally determined the direction and character of his subsequent reading, until some two years ago he concluded to supplement his own knowledge acquired by reading, observation and reflection, by the accumulated knowledge of the whole world. This he did by

OFFERING \$5,000 IN PRIZES

for the five best essays in advocacy of one continuous line of railway from British America to Patagonia, a distance of some 8,000 miles. One entire year was allowed the contestants to perfect their essays. The committee, consisting of Hon. Thos. Allen, who for many years has been identified with railroad enterprises, Mr. H. H. Morgan, for many years Principal of the St. Louis High School, and Mr. C. S. Greeley, many years of whose life have been devoted to large business enterprises, made the award of prizes last January, and the best essays are now given to the public in a volume of rare merit.

Among the forty-seven competitive essays, quite a number were remarkably fine, although they received no prize. The five successful essays contain a wide range of valuable information bearing on the question of commercial relations between South America and the rest of the world.

As we have but just entered upon the last of the three great stages of

NATIONAL DEVELOPMENT,

it must be apparent to every thoughtful man that the great problem which now confronts us, is the speedy and economical distribution of the products of labor.

Agriculture, manufactures and commerce, constitute our triple alliance with the rest of the world. Our commerce must find or create a market for the surplus products of our various industries, or those products must either go to waste or our labor become idle and unproductive.

The solution of this problem lies in cheapening the common commodities of life, and thus increasing their consumption, by multiplying facilities for their economic distribution.

A comprehensive system of railways not only augments the wealth of the Nation, but it must multiply the sources of general information among the common people. This general demand for information will stimulate the youth of our education-

al systems, which, in their turn, are sure to promote the general prosperity of our whole country.

THE ENGLISH LANGUAGE.

MODERN teachers and authors are abandoning the name Grammar, and substitute the term Language Lessons, as the title to their productions on the English language. Has this arisen from an attempt to popularize a most unpopular branch of study? Or does it indicate that our language is not worthy or capable (according to the modern view) of grammatical treatment?

What shall we say of those distinguished productions of Maetzner, Gould Brown, Mulligan, Fowler Murray, &c., &c.? Is there then no Grammar for our school girls and boys; yes, and teachers also, to groan over?

How shall we make up a course of study for our schools without English Grammar? Our patrons will surely never send their children to a school where Grammar is not taught. It is as important as the venerable hickory that stood behind the door in our boyhood. Whether used or not, it must be there for

DISCIPLINE.

But really now, tell me what has been accomplished by the attempt to teach Grammar in our schools. Is it saying too much to the discredit of teachers, when I tell you that nine-tenths of those who go through the Grammar never make use of the knowledge (if any) gained from it?

What good has come of the five years spent in parsing and analyzing and diagraming and declining, and all that? Some time ago I was called on to examine a class of bright boys and girls, by a teacher who claimed to know Grammar, and to know how to teach it. With this sentence from Shakespeare, (Richard II. i., 1):

"Face to face,
And frowning brow to brow, ourselves will hear
The accuser and the accused, freely speak."

The very bright girl at the head of the class, read the sentence, and started off confidently to parse it; but very soon sat down saying,

"We never saw any sentence like that."

The teacher called one and another—but all declined the attempt. He then advanced, with an air of injured dignity, to the board, and reproved the class for their failure to parse so easy a sentence. He undertook to restore their confidence by assuring them that there was no difficulty in the way but their weakness and diffidence. Having read the sentence aloud, he began to remove all trouble

by naming the parts of speech, in which he signally failed. He now took out his watch and discovered that the time for this exercise had passed.

This man furnishes a good specimen of the over confident teacher of Grammar, who knowing little of the varied and difficult construction of the English language, assumes to teach to children what men find difficult of comprehension. Many a tyro comes with his diagram on Clark's plan, and proposes to classify and box up in separate cases all the elements of the language, just as a druggist boxes his labeled patent medicines. He sells his boxed elements to the boy, but leaves him to shake them and take them according to his taste.

Another teacher has tried Clark and Butler and a host of others, and discards them all for a Pinneo or a Harvey, and finds a relief for all his trouble in some new scheme that his favorite has proposed.

Still another discards all Grammars and accepts the new Language Lessons, or Lessons in Language, as a royal road to the knowledge of English. Ah! those vain delusions!

My friends, when you have studied Fowler and Maetzner, and Gould Brown, and then studied the English of Shakespeare, you will find that the rich, the inexhaustible stores of English are not to be mastered by the study of a little handbook during childhood, or during boyhood, or during college days. Don't undertake it. Don't deceive others, or even yourself in this matter.

Teach the language in your conversation, in the reading, in the composing, in the whole round of teaching, but not in the text-book on Grammar to children unable to comprehend its technicalities. H. T. M.

OBJECT TEACHING.

THE mind, in childhood, is naturally receptive; reflection manifests itself in youth; and pure, abstract reasoning is reserved for mature age.

This is why objective instruction has received such an impetus of late years in our primary schools; and its introduction readily demonstrates its adaptability to child perceptions.

The warp and woof of the child's inner life are interwoven by the forces that play upon it from without.

But, in manhood, the forces that render success attainable must originate within. The printed page is but a dull and meaningless array of puzzles, enigmas and conundrums, unless accompanied by happy illustrations adapted to the comprehension of the child.

THE TEACHER

has two forces with which to deal.

The material to be furnished and the mind to receive the same; and just how to harmonize these, that development and culture may result therefrom, constitutes the teacher's work. The life of the child must be rendered buoyant by a thousand gathering impulses, fragrant from the flowers of nature's own planting, arranged, cultivated and pruned with the greatest of care by hands skillfully trained in the mysteries of their chosen profession; for no lapse of time—however great—can break the chain of human action and forever blot out the errors, follies and failures of the past.

Books are only useful and beneficial as they reflect the beauties and realities of the outer world, and create in the mind of the child a wholesome desire for more extensive research. But, in place of this, what do we often find?

Simply a task-master trying to keep order, and pumping or cramming—according to his taste—or as he was taught.

That our youth may be properly educated, it is absolutely necessary that they have competent instructors, capable of gently leading their young minds onward—step by step—over the pleasant, beautiful and picturesque scenery of nature, where every object faithfully presented is calculated to arrest the attention, awaken the admiration, and strengthen the intellectual capacities. This process of instruction would enlarge the capacities of the mind, energize anew the powers of thought, and thereby cast new and beautiful rays of light upon the hitherto darkened places in the field of truth.

Let our youth feel that this life is worth living, and that it will be just what they make it. Do not tell them they are spending their happiest days, for it is not true. Point them ahead, and let your command ever be

ONWARD!

It is a grand thing to be a boy or girl with life all spread out before you; with anticipations bright, heart buoyant and mental powers active; with character, reputation and standing in society yet to make: but it is grander still to be a man or woman; to feel and know that within are forces capable of wielding an influence over and shaping the destiny of those intrusted to your watchful care, by leaving an impress for good upon their young lives, thereby enabling them to escape the quicksands of childhood; to move with cautious tread—but in safety—over the rugged steep of youth; and merge into a higher life, crowned with the glories of a noble manhood, or adorned with the more lovely and becoming accomplishments of endearing womanhood.

Bryant was right when he said:

"To him who in the love of nature holds communion with her visible forms, she speaks a various language."

And he is the wisest man who can best adapt himself to the shifting and changing conditions of external forces by rendering them subservient to the demands and continued promptings of the inner life. For notwithstanding all the metaphysical speculations and animadversions relative to the evolutions of mind, the ratiocinations of human thought, or the development of man, monkeys and molluscaus from an infinitesimal of infusoria, it is my firm conviction—based upon the most indisputable testimony—that the beauty, grandeur and sublimity of this material universe are necessarily dependent upon the awakened, enlightened and refined sensibilities of the human soul.

W. E. COLEMAN.

MARSHALL, Mo.

"I would say to all, use your gentlest voice at home. Watch it day by day, as a pearl of great price, for it will be worth more to you in days to come than the best pearl hid in the sea. A kind voice is joy like a lark's song to a hearth at home. It is a light that sings as well as shines. Train to sweet tones now, and it will keep in tune through life."—Elihu Burritt.

Some one has said, "Every animal likes to be smoothed the right way, and man most of all." It isn't flattery, it isn't undeserved praise, it is a child's right that they be treated with just the same respect you expect them to give you; and when they arrive at an age to put away childish things, it is your duty to treat them with just the same respect you would give a stranger, else look not for any yourself. "Grasses do not grow upon thorns, neither figs upon thistles."

THE AMERICAN TEACHERS' BUREAU.
—Supplies teachers of every grade to Colleges, Schools and Families

WITHOUT CHARGE.

ST. LOUIS REFERENCES:—Hon. E. Long, Supt. of Public Schools; Rev. Wm. G. Eliot, Chancellor Washington University; Rev. J. E. Keller, S. J., President St. Louis University; J. B. Merwin, editor *American Journal of Education*; Hon. Nathan Cole, Ex-Mayor, late M. C.; Hon. N. C. Hudson, Collector of St. Louis.

Address C. H. EVANS & Co.,
706 Chestnut St., Louis.

Women that have been bedridden for years have been entirely cured of female weakness by the use of Lydia E. Pinkham's Vegetable Compound. Send to Mrs. Lydia E. Pinkham, 233 Western Avenue, Lynn, Mass., for pamphlets.

TENNESSEE American Journal of Education.

IMPORTANT.

TO the school officers and teachers of Tennessee we are glad to present the following

ENDORSEMENTS
of this journal:

OFFICE STATE SUPT. OF PUBLIC SCHOOLS, }
NASHVILLE, TENN., July, 1880. }

I can cheerfully commend the *American Journal of Education* to the patronage of Tennessee teachers, superintendents and tax-payers, not only because of its general ability, spirit and usefulness, but because it gives more attention and space to notices of our own schools and of educational movements in our own State than any other journal. The Tennessee (special) editor understands our wants and does not neglect them. LEON TROUSDALE,
State Supt.

TENNESSEE

TENNESSEE invites cordially, all people seeking pleasant, prosperous homes, to her borders.

There is enough and to spare of all the comforts and luxuries of life.

Commissioner Hawkins truly says that those coming to make their homes in Tennessee, will enjoy from the beginning all the benefits of civilization and good society. Churches and schools are conveniently located all over the country. Markets where they may buy and sell are within easy reach of all. Railroads permeate all parts of the State, and the conveniences of life are found on every hand.

The business men of the State and the farmers too, are in much better spirits than they were a few weeks since. They report the corn crop as turning out better than they expected. Large amounts of wheat are being sown, as well as other small grains. The grass in the pastures has become green and tender, and all kinds of stock will have a fine time until frost.

Promptness, neatness, painstaking, politeness and kindness may be effectively inculcated by deeds, even though the words spoken be few. With children, things seen are mightier than things heard; and example is ten-fold more powerful than precept.

Repeated exercises of bodily organs give ease of action. Proper exercise of the mental powers gives clearness of perception and certainty of knowledge. Proper exercise of any bodily organ or mental or moral power increases its strength.

ALABAMA.

THE improved condition of education in this State is attracting a large immigration of the best class of people.

Alabama has 32,000,000 acres of land, of which 14,961,175 acres are farms under cultivation; 5,200,000 are Government lands subject to homestead entry; 500,000 are owned by the Louisville & Nashville and Great Southern Railroad Company. Immigrants to North Alabama have swelled the treasury receipts of this road largely.

The United States reports designate the mountains of Alabama as the best in America for fruit culture. Peaches bear from seed in their third year, and are of most excellent size, color and flavor; the sandy loam soil and the wonderful climate combine in their favor. Between the gulf and the great lakes—a distance of one thousand miles—there is a difference in season of two months. We have the most desirable location for the production of early fruits between the gulf and lakes; our facilities for placing them on the markets of the principal cities cannot be excelled.

We printed a large extra edition of the JOURNAL, with a full account of many of the leading schools of the State, but the supply was long ago exhausted.

AN ACTIVE DOER.

THAT is what we want and need now in every department of life—everywhere, boys and girls and men and women who can do something.

Prof. N. A. Calkins says:

"Right methods of education make the pupil an active doer, not a passive receiver. The mental acts by which knowledge is gained are acts of the learner. It is what he does for himself—his personal experiences—that educates him, and not that which is done for him.

The teacher cannot think for the pupil any more effectively than he can sleep, eat, or walk for him. The teacher can only induce, stimulate and awaken thoughts and desires that will lead the pupil to acquire knowledge. The true function of a teacher is that of a stimulator and guide of the learner, so that his work shall result in a systematic building of knowledge into the mind. He ascertains the need of the pupil, awakens in him a desire to satisfy it, then leads him to the sources of supply, and teaches him to help himself, both from nature and from books.

Ideas must be formed in the mind, and words given to represent them, before they can be expressed or communicated to others. The child learns by observation, example and prac-

tice; not by precepts, rules or theory. Precepts and rules aid in remembering that which is learned by observation and practice.

TEXAS.

A CORRESPONDENT of the St. Louis *Globe-Democrat*, under date of Oct. 16, writes an interesting letter from San Antonio on Texas affairs in general, and educational topics in particular. He says: "It is understood that

GOV. ROBERTS

is strongly in favor of having the State establish summer Normal Schools in each Senatorial District, the schools to be open four weeks.

In the matter of education he has taken a most active part, and will do all in his power to bring the public schools up to a high standard as soon as possible. He believes it will increase the population of the State immensely, and holds that had Texas established the free school system three years ago the census would have shown 75,000 more people than it does to-day.

He says the Governor would not travel on a free pass if he had to walk to every legislative session.

His recent order compelling baggage smashers to handle trunks carefully on all railroad lines in Texas, is another act which has made his name familiar to the traveling public. The Governor was induced to make this decree because a valuable new trunk of his was broken to pieces in going only 50 miles.

IOWA.

GOV. GRIMES, always remarkable for his wisdom and far-reaching sagacity and interest for the public welfare, in his inaugural address, said: "Government protection does not consist merely in the enforcement of laws against injury to person and property. Its greatest object is to elevate and ennoble the citizen. It would fall far short of its design if it did not disseminate intelligence and build up the moral energies of the people. It should afford moral as well as physical protection by educating the rising generation.

To accomplish these high aims of government, the first requisite is ample provision for the education of the youth of the State.

The State should see to it that the elements of education, like the elements of human nature, are above, around and beneath all.

Education is the great equalizer of human conditions. It places the poor man on an equality with the rich. Every consideration, therefore of duty and policy impels us to sus-

tain the common schools of the State in the highest possible efficiency."

Gov. Kirkwood, an intelligent statesman, said in his inaugural: "It becomes of the first importance that the standard of intelligence and morality should be raised as high as possible. In this view it has been the settled policy of the State to foster and encourage in all suitable ways the education of the youth of the State."

The *Central School Journal* says: "The institute season for Iowa has just closed, and beyond doubt no other season can boast of such good work so well accomplished. The graded system introduced this year has met with universal satisfaction, and dates the dawn of an era fraught with abundant good to the teachers of our State.

The old system of guessing at what the teacher needed, and arranging a programme after the institute had all assembled, has passed beyond recall, and the systematic, thorough and efficient graded work now forms the institute. Honor to Iowa educators for this wonderful progress.

Already New York follows in our pathway, by arranging the work of 1882 after our work of this year, and other States are quietly at work making like preparations."

NORMAL SCHOOLS.

MISS WEST says: "Could the greatest skeptic on the matter of Normal schools visit the school taught by a teacher who has enjoyed Normal training and compare it with a neighboring school whose teacher has made no preparation for her work, not so much as attending a township institute when it is brought almost to her own door, he would be convinced that

NORMAL TRAINING

does pay.

I notice that in all our best schools the teachers' preparation has been both general and specific, that is, they have a thorough education to begin with, and they do not cease to be students when they become teachers then they have made the science and the

ART OF TEACHING

a study; they read the best works on education, take education journals, attend drills and institutes, and in every way strive to learn the best way of doing their work. So much for their general preparation. Their

SPECIAL PREPARATION

for each recitation is no less thorough. As I think over the best schools I have visited during the year, this point seems to me one of the most vital conditions of their success. This thing is also true: The teachers who have made the

most thorough general preparation, are the ones who make the most thorough special preparation for each day's work.

Show me a teacher who does not prepare specially for each exercise, and I will show you a failure. The teachers most successful in their work are those who are not ashamed to study and prepare for each exercise, fearing that if they do people will think they do not know enough to teach.

TWO OR THREE YEARS' TIME SAVED!

The lady whose examination marks are the highest of any in the county, has this Spring spent half an hour each morning before school preparing herself to teach her class and placing work upon the board. Another who ranks very near her in scholarship, experience and success in teaching, makes equal preparation for teaching, even the lowest classes. The result is that those fortunate enough to be under such tuition make such rapid progress that two or three year's time is saved to them in their school course."

THE FREIGHT BLOCKADE.

The *Globe-Democrat* devotes over four columns to an examination and elucidation of the existing freight blockade, which is paralyzing St. Louis commerce, from the fact that there are five thousand loaded cars on side tracks in East St. Louis.

The merchants are clamorous to obtain their goods. It is a great detriment to the general trade that such a state of affairs becomes possible, and peculiarly so in the busiest season of the year.

Several merchants, during the earlier portion of October obtained permission to send their own wagons over and select a few boxes of goods in the most needed lines, but the railroad companies soon discovered that such proceedings must be stopped, or trouble would follow, and each merchant must await his turn, &c.

The more than four columns fail to solve the problem. All of which goes to show that our school officers should have their orders in for school desks and seats at least sixty days before the desks and seats will be needed in the school room. If orders are received in time this vexatious delay can be avoided.

We have found in an experience extending over more than twenty years, that in furnishing school houses great trouble and annoyance has been caused by the delay on the part of those whose duty it was to order seats and desks. Sixty days should be given to get out the order and get it to its destination, to insure its being on hand and set up in the

school house when you need it. It takes from \$75,000 to \$100,000 to keep up a full stock of the varieties, sizes and styles of school desks manufactured by any single firm of standing, and there is no profit in the business to warrant such an outlay of money.

We have known the school directors, whose duty it is to provide these things, to delay ordering the seats and desks until within a week of the time when the school was to commence. Then the rush of freight was so great that the desks and seats have lain in the depot a week or more before starting to their destination—the teacher hired—the pupils present—but nothing could be done, as there were no seats to use—and the school became demoralized for weeks, because the seats and desks were not ordered in time to have them in the house and set up before the school opened.

We repeat, orders should be given at least sixty days before the desks will be wanted—and we write this to aid at least this year, in avoiding the trouble and disappointment those who neglect to order in time will experience.

This delay and trouble can be avoided if the school officers will order the desks when the foundation of the building is laid, or at least give their order sixty days before they need the seats to use in the school room!

The greatest gain in instruction is obtained, if the children become desirous of learning. Not the sum of things learned, but the mental faculty manifested by the pupils in speech, thought and writing, is the true criterion of their standing.

WORTHY OF RECORD.—In the great Boston fire one of the Boston banks lost, not only every book of account, but every security and note that was in its vaults, amounting to over twelve hundred and fifty thousand dollars. On the morning after the fire its officers had no evidence or record by which any of the persons or corporations who owed it money could be held to their contracts, yet within a very short time duplicate notes were voluntarily brought in by its debtors, many of whom knew not whether they could ever pay them, because the fire had destroyed their own property, and the ultimate loss of that bank from the burning of its books and securities was less than \$10,000.

HORSFORD'S ACID PHOSPHATE In Debility, etc.

I have found Horsford's Acid Phosphate particularly serviceable in treatment of women and children in debility and loss of appetite.
W. H. HOLCOMBE, M. D.
New Orleans, La.

ATTENTION.

SIR ISAAC NEWTON said: "The difference between myself and other men consists chiefly in the habit I have acquired of more completely concentrating my attention and holding it longer upon a subject than most men. Because I have acquired the power of intense and prolonged attention, I am able to accomplish what others fail to do."

Dickens said: "The only serviceable, safe, certain, remunerative, attainable quality in every study is the power of attention. Whatever I have tried to do in life, I have tried with all my heart to do well. Whatever I have devoted myself to, I have devoted myself to completely. This I now find to have been my golden rule."

Napoleon said: "The mind is like a chest with many drawers; when one is opened, all the rest should be closed. I am able to dispatch a marvelous amount of work because with all the powers of my mind I attend to one thing at a time. When I have finished the work in one drawer, I close it and open another. When I have finished and closed all, I can rest; I can sleep at once, even on the battle field."

A JUST TRIBUTE.

OUR senior or managing editor is absent on a lecturing tour in the South while the *JOURNAL* goes to press, and we, the sub-editor take the responsibility of printing the following deserved and complimentary notice, which we clip from an editorial in the last number of the *Arkansas Journal of Education*. It is from the pen of Hon. J. L. Denton, State Superintendent of Schools of Arkansas:

"J. B. Merwin, editor of the *American Journal of Education*, St. Louis, is a recognized power in the educational world. He is many-sided, fresh, vigorous and inspiring; and his devotion to the great work of enlightening and elevating the masses, does not change with moons or seasons. He has great faith in brains; and wherever he can batter down a fortress of ignorant prejudice, or plant the torch-light of advanced ideas, he is eager and able to do it. Invitations to deliver educational and other addresses pour in upon him from various States, and he has done more gratuitous work in this field than any man in the West.

Many an apathetic and listless town has been vitalized by the magic of his eloquence.

Many a heart-sick teacher has been lifted into the atmosphere of hopefulness and courage by the leverage of his argument.

Mr. Merwin's address before the Arkansas State Teachers' Association at Russellville, was a grand intellectual performance. It bristled with facts, flashed with humor, and glowed with feeling. It was enthusiastically received, and will be pleasantly remembered by all who heard it. A correspondent, speaking of Mr. Merwin's address at the commencement of the Sam Houston Normal Institute, Huntsville, Texas, said:

"This was the leading feature of commencement week, and was considered, by all who heard it, the finest educational address ever delivered in Texas. Mr. Merwin showed the rapid progress in methods of labor, both physical and intellectual, comparing the results attained at the present day by means of modern implements, with those reached in earlier times by sheer unskilled force.

After demonstrating that education is not an end but a means, and that it is the only means toward a large, liberal culture, he closed his address with an exhortation to the pupils and people of Texas, to avail themselves of the immense resources open to them.

His remarks were interspersed with happy illustrations; and although he spoke two hours, the audience would gladly have listened another two, and not tired. At the close of his address, the audience desiring to hear from Gov. Roberts, that gentleman arose and declined to speak, lest he should mar the effect of Mr. Merwin's remarks, addressed himself to the orator of the evening, and warmly thanked him in the name of the people of the State of Texas for his words, and wished that all tax-payers in the State could have heard the facts presented." H.

THE world's workers, however humble their toil, are a more honorable company than its idlers. Refining employments, when pursued without inspiration, are no more elevating than coarser ones; for occupations, like bodies, receive their value from the soul that animates them.

Increased numbers in attendance—increased interest in their studies. These are the two items reported to us from all directions this year. It is a good sign and good work will be done.

"I'm all Played Out."

is a common complaint. If you feel so, get a package of Kidney-wort and take it and you will at once feel its tonic power. It renews the healthy action of the kidneys, bowels and liver, and thus restores the natural life and strength to the weary body. It can now be had in either dry or liquid form, and in either way is always prompt and efficient in action.—[New Bedford Standard.]

MISSISSIPPI

American Journal of Education.

COLUMBUS, Miss., 1881.

IN taking charge of the *Mississippi Edition* of the *AMERICAN JOURNAL OF EDUCATION*, we are prompted only by a desire to contribute all in our power towards making the schools of this State more efficient. As the principal defect of the system as it now exists, is a lack of Normal Schools, of teachers' institutes, and effective local supervision, these matters will receive our most earnest attention.

We shall endeavor also to furnish such items as will keep our readers posted as to educational progress in the State, and we shall at the same time do what we can to extend in our midst the circulation of a journal which has already done and is still doing so much for the promotion of education in the South and Southwest. We also consider it more in sympathy with our public school interests, and better adapted to *our wants in Mississippi*, and the South, than any other educational journal published in the North or East.

J. M. BARROW.

PRACTICAL WISDOM.

JUDGE JAMES M. ARNOLD of Columbus, Miss., in his address to the Alumni Association at Oxford, Miss., said:

"Perhaps no lesson ever taught by uninspired man, contained more wisdom or exerted greater influence on the destinies of a people, than the farewell admonition of Washington to his countrymen, to 'promote as an object of primary importance, institutions for the general diffusion of knowledge; and that in proportion as the structure of government gives force to public opinion, it is essential that public opinion should be enlightened.' It was a lesson of

PRACTICAL WISDOM

then, it is practical wisdom now, and under our form of government it must be practical wisdom forever. And so it has been considered, ordered, adjudged and decreed by the general government and the country at large.

I say by the general government, for the reason that at an early period of our history, the public lands devoted to school purposes by the general government, amounted to 69,863,914 acres.—[Rep. U. S. Com'r Ed., 1878, XLIX].

By the act of July 2, 1862, to provide colleges for the benefit of Agriculture and the Mechanic Arts,

A GRANT

was made by the general government to the several States, of 30,000 acres of the public lands for each Senator and Representative in Congress to which each State was entitled, amounting probably in the aggregate to not less than 10,000,000 acres.

The direct action of the people of the United States in reference to free schools, is not less striking.

The American free school system originated more than two centuries ago—limited then to New England—but now extended and established in every State of the Union. And today, no other institution is more characteristic of America, or shares more fully the confidence and affection of her people.

It is estimated by competent authority that the people of the United States pay

EIGHTY MILLIONS OF DOLLARS, annually, in self-imposed taxes, for the support of public schools.—[Hon. J. D. Philbrick, in *North American Review*, March, 1881, 261].

Such devotion to the system by a free, enlightened and practical government and people, after years of observation and experience as to its results, is conclusive as to its merits, and the necessities for its existence, before an American audience, and it overwhelms the theory of Herbert Spencer and that class of philosophers, who hold that making provision for public education is neither a wise or proper function of government.

And if the precept of the Father of his country on this subject, has proven to be worthy of such recognition by the general government and by all sections of the country at every stage of our history, how infinitely more important is it to Mississippi now, in her present condition!

LIBERALITY OF GENERAL GOVERNMENT FOR EDUCATION IN MISSISSIPPI.

The gifts and grants of the general government before the war, during the war and since the war, for educational purposes, in which we have participated, are sufficient to inspire lasting sentiments of gratitude and admiration.

It was the lofty sentiment of Lord Erskine, that, 'after the gratitude which we owe to God for the divine gifts of reason and understanding, our next thanks are due, to those, from the fountains of whose enlightened minds, they are fed and fructified.'—[Erskine's Speeches, 1,498].

Who can contemplate, without such emotions, the action of the

GENERAL GOVERNMENT

in donating to free schools every sixteenth section of land in the State, south of the Chickasaw Cession, amounting to 661,000 acres.—[Report of State Board of Ed. Leg. contained in An. Rep. of Sup. of Ed. for 1876: 17, 18;] and 174,550 acres of the public lands in the State, for the same purpose, in lieu of the sixteenth sections in the Chickasaw Cession—[Ib.]; and 23,040 acres of the

public lands in the State, to establish and maintain this noble institution—[Discourse of Chancellor Wadell, in Catalogue of University of Miss., 1880, 66]; and 210,000 acres of the public lands to provide a college or colleges in the State for the benefit of Agriculture and the Mechanic Arts, amounting in the aggregate to more than one million acres of land which Mississippi has received for educational purposes from the general government.

EDUCATIONAL BENEFACTIONS.

The total amount of benefactions, \$5,249,810, is distributed as follows: universities and colleges, \$3,878,648; schools of science, \$59,778; schools of theology, \$379,880; schools of law, \$2,175; schools of medicine, \$4,362; institutions for the superior instruction of women, \$543,900; preparatory schools, \$112,053; institutions for secondary instruction, \$257,978; institutions for the deaf and dumb, \$11,036.

The objects for which the benefactions were made were: endowment and general purposes, \$2,618,330; grounds, buildings and apparatus, \$1,268,901; professorships, scholarships, and prizes, \$62,815; aid for indigent students, \$74,470; libraries and museums, \$716,116; objects not specified, \$355,678.

PLEASE SAY IT.

Editors American Journal of Education:

WE find on page 11 of your last issue the following, and send our response:

"We want to say to the 200,000 readers of this journal, in every issue, in the various States in which it circulates, something more positive and definite about the progress of the schools."

Mississippi: So far as COLUMBUS, MISS., is concerned, there is no place in the South that can boast of superior school advantages.

Public schools for both white and colored children are continued nine months of each year. The school buildings for the white children are built of brick and beautifully located in the centre of the city. They are furnished with the celebrated Patent Gothic Desks and Seats, with maps, globes, charts, and all the other modern appliances necessary to insure success. Contiguous to the buildings are ample and well-shaded play grounds, the property of the schools.

The colored school buildings are commodious, comfortable, well-furnished, and conveniently located.

These schools are properly graded and fully up in all the improved and most advanced methods of teaching. Besides the ordinary English course, the languages and higher mathemat-

ics are taught, when desired, free of charge. They are in high favor with all classes of citizens, and are readily supported by our city authorities.

FINANCES.

The finances of these schools are in a most healthful condition, being entirely out of debt; teachers are paid their salaries promptly at the end of each month.

They have a permanent annual income from the sixteenth section lease which, together with the State fund, poll tax and a small amount, not exceeding three mills on the dollar, raised by taxation, enables the city to continue them nine months each year on a cash basis, and from time to time to erect such additional buildings as the growth of the city demands.

Numbers of families annually move into the city to enjoy its superior school privileges.

The Columbus Female Institute, a proprietary school of long and well-established popularity, furnishes superior advantages to such persons as desire for their daughters an advanced or select course of study.

No bonded debts of any nature, State, county or city, impend over us, or repress the activity of the people. Two banks and two newspapers are on a thrifty basis within her limits. Her cotton exchange and board of trade are composed of material far above criticism. Her warehouse capacity is equal to 60,000 bales of cotton. The Gilmer Hotel and her private boarding houses are equal to any in the State.

There are many private residences, the abode of comfort and home-life, and many under construction which are models of beauty and architectural skill and taste. No family of emigrants of taste and culture and refinement can find in the whole Southland a sweeter home. No citizen has ever left it under any duress without casting one "longing, lingering look behind."

One of the largest and most intelligent political conventions ever assembled in Mississippi adopted the following:

Resolved, That we declare it to be the policy of the Democratic conservative party to encourage the flow of immigration to this State. That we invite the investment of capital and assure to it all necessary legal protection."

The capitalist, farmer, mechanic, manufacturer and all others, are cordially invited to come to Columbus, Mississippi. Come and see for yourself. S.

ALL matter intended for publication must be in the hands of the printer by the 15th of the month previous to date of issue.

Drawing in school on the black-board is not, as has been sometimes thought, a matter of secondary importance, but plays a most prominent part in the formation of correct ideas of taste and form, and in the education of the eye and hand.

Every man should cultivate a knowledge of things and of men outside of his special department. He should scorn no knowledge that comes to him, even if it be of facts quite removed from his ordinary needs.

Whatever be our dominant engagement in life, we need to be broadened and kept sympathetic by something which takes us out of ourselves and leads us up from the rut of our ordinary days.

LOCAL SUPERVISION.

At a meeting of the teachers and school officers of Noxubee and surrounding counties to attend an institute, the following resolutions were adopted unanimously:

Resolved, That after six years experience and close observation of the workings of our public school system we are thoroughly convinced of the great importance and absolute necessity of more efficient local supervision from the county superintendents. That the effectiveness of many of our country public schools is evidently on the decline, and we see no possibility of a change for the better, unless they are visited, personally inspected, and carefully overlooked by the superintendents.

Resolved, That it is our opinion all the public schools would be greatly benefited by such supervision, and in a large majority of cases their efficiency increased at least fifty per cent.

Resolved, That we hereby memorialize our Legislature to make such changes in existing school laws as shall secure for our public schools the supervision so greatly needed.

J. A. RAINWATER, President.

J. M. BARROW, Sec'y.

Many do with opportunities as children do at the seashore—fill their hands with the sand and let the grains fall through. After all, it is contact of soul with soul that wins; and there is an open highway to every soul; you will find it if you search for it in the spirit of the Master.

God brings men close to us that we may love them and reach them with the truth.

The only use that can by any possible means be made of spelling is in writing; therefore words should be learned as they are to be used.

INTEREST YOUR PUPILS.

THIS is the fundamental means of securing, as well as of cultivating the power of attention. The teacher must have something good to present, and must present it in a suitable manner. Study the secret springs of interest. Keep curiosity and the thirst for knowledge always active.

Novel Objects.—The child is all attention to novel objects. As primary teaching is necessarily objective, means of interesting pupils are readily commanded. Infinitely silly must be the teacher who does not use objects as the means of securing and cultivating attention.

Stories.—Children are wonderfully attentive to stories, anecdotes, incidents and lively descriptions. Each recitation may be made more attractive and more valuable by incidents, anecdotes, or something else in this line.

Adaptation.—All knowledge, if timely and adapted to the capacity of pupils, may be made as interesting as objects and stories.

Mistake.—Tasks, repulsive lessons and forced work, are educational mistakes. They repel and repress rather than develop the power of attention. It is glad activity that gives culture. When study is made more interesting than play, pupils, unasked, give the utmost attention. By interest and management, not by force, the soul is reached.

ONE of the most touching, beautiful and eloquent tributes written on the death of President Garfield, was from the pen of Hon. J. L. Denton, editor of the *Arkansas Journal of Education*.

TRUE EDUCATION.

PUBLIC instruction is a fixed institution in our State and in the hearts of her people. Necessity gave it birth, the people fostered it, and the State acknowledged it as her adopted child. Therefore it becomes us to consider wisely the advantages gained, eliminate all conflicting elements, and concentrate our efforts in enlisting the sympathy, gaining the confidence, and securing the co-operation of those who have heretofore withheld their approval and support.

These schools should be made sources of sound and wholesome instruction, fountains at which can be procured that information and preparation necessary to the equipment of our youth for the arduous struggle that awaits them in the oncoming future; for every individual act is but the beginning of some long and continued chain of consequences, the result of which no human mind can form a tangible conception.

In my humble judgment—and with due deference to my superiors in scholarly attainments—education is not a drawing out process: for, be the etymology of the word what it may, that is not my idea of

TRUE EDUCATION;

nor does its general application signify any such thing.

It means to instruct, to set in order; to inform; to enlighten the understanding.

My bodily strength depends upon what comes from without being appropriated according to the laws of assimilation within; just so relative to the mind. Growth is the gradual increase of a living, active, vitalizing principle—both in quantity and quality—and is uniformly in proportion to the healthy activity of its essential functions.

External influences and internal conditions are equally necessary to the proper interpretation of any natural phenomena. Education is neither a drawing out nor cramming in process.

Observation and experience are both essential to development. That the mind may be quickened into activity, the desire to learn intensified and the attention secured, material—commensurate with the susceptibilities of childhood—must be presented in a manner calculated to excite inquiry, inspire confidence and awaken reflection.

THANKS for your letters in regard to the organization and success of the reading clubs.

We could fill up our paper with notices of these meetings.

Get the notices into the *local* papers. Let other schools know in your own vicinity what you are doing in this direction; the interest it awakens; the good feeling it promotes, and especially the help it brings you in giving you influence with the parents and tax-payers.

The direct benefit to the district is very great; but the indirect benefit to the school is much more. School officers have, in a number of instances, not only re-engaged the teacher employed last year, but have increased the wages without solicitation, on account of the good work done, and the good feeling promoted.

Be sure and have some good, earnest, hearty singing at your Reading Clubs, and have some selections of an amusing as well as instructive character.

Horsford's Acid Phosphate Indispensable.

I could not do without Horsford's Acid Phosphate in my practice. It is the best medicine I have used in twenty-five years.

H. J. WELLS, M. D.
Hendersonville, Tenn.

THE *Christian Union* sends out these strong exhortations to teachers and others, to organize reading clubs:

"Don't neglect to organize some kind of a club for intellectual work this winter. Thousands of stagnant little villages, whose social life runs in feeble little eddies instead of one strong current, would gain a new interest and impulse if some centre of association were made.

A few people giving an evening a week to the reading of a good book or the study of an interesting subject will soon find much to think and talk about. Life runs too much to waste; give it direction and it often reveals remarkable and unexpected powers.

A winter given to the study of such a book as Dowden's *Shakespeare*, published by the Harpers, or one of the *Epochs of History*, published by the Scribners, will stimulate not only the mental but the social life of a community.

Get a few friends together, select a book in which all will be interested, and try it in your village."

Did you read that article of Prof. Geo. E. Seymour?

How about an entertainment?

The people in the country have very little variety in their secluded life, and if our teachers and the people could arrange an entertainment that would draw out the parents and show them what progress is being made, we are sure it would do good.

Cannot this be done?

Make it short. Do not run it beyond 9 o'clock. Let what you cannot get into the time from half past 7 to 9 o'clock, go over two weeks, and then give another. It will do good.

The gentle but steady pull upon human character draws out the latent powers, and if the heart and intellect are on the side of right thinking and right doing, there will come at last the laurel-wreath, and the higher rewards of conscience.

THE New Orleans Produce Exchange indorsed the action of the Mississippi River Convention, and pledged themselves to continue to advocate the cause until the importance of Mississippi improvement is accorded its just due, not only by the valley but by the entire country.

THE official departments will be read with interest and profit this month.

During October the national debt has been reduced about \$1,000,000, making a reduction for the first four months of the year of \$57,000,000.

COLORED SCHOOL QUESTION.

IT is generally known that the State constitution and the statutes of Missouri require the maintenance of schools for colored persons. It is also generally known that the law declares that the State Superintendent shall be vested with all the powers of a board of directors with reference to such schools when the local authorities fail or refuse to comply with its requirements.

These facts occasion a great deal of unnecessary and unsatisfactory correspondence between aggrieved or interested parties and the State Superintendent; and it is with the hope of relieving a misapprehension of the efficiency of the law, and of lessening the amount of useless correspondence that the following statements and explanations are made.

1st. The law says that in all districts in which there are sixteen or more colored persons of school age, the directors shall maintain a school for them.

2nd. It says that when the number in two or more adjoining districts combined would reach sixteen, and there is not that number in either district, such adjoining districts shall unite and maintain a school.

3d. It says that when the directors fail or refuse to comply with the law in either case, the State Superintendent shall establish the schools.

4th. The Supreme Court has decided that any money in the hands of the county treasurer to the credit of a school district can be used as well for the colored schools as the white—that it belongs to the district for school purposes, without distinction or discrimination on the color line—and that the law does not create nor recognize separate funds for the two classes of schools.

5th. Hon. J. L. Smith, while Attorney General, gave an opinion to the Superintendent of Public Schools to the effect that whenever there are a sufficient number of colored persons for the establishment of a school (16) the board was equally bound to establish the colored as the white schools; that both must be maintained or neither. His predecessor, Mr. Hockaday, and his successor, Mr. McIntire, gave similar opinions, and they fully agree with Gen. Smith. In fact there can be no two opinions in the premises. Colored citizens are placed by our constitution and statutes on a basis of exact and full equality with the whites as to all legal rights and civil privileges.

It would seem from the foregoing statements that the State Superintendent of Public Schools has the power to secure school privileges for the colored people who should be neglected

by the local officers, and he has a great many appeals, under the impression that he can act according to the apparent spirit of the law and according to its letter.

The State Superintendent is powerless, and the law is a delusion. He has frequently given advice and assistance (sometimes he has been compelled, reluctantly, to threaten) and in this way more than a score of schools have been established.

These are the difficulties. The conditions of the law must be observed.

1st. While the directors are required to maintain at least a four months' school during the school year (from April to April) they are left to decide the time for themselves; the State Superintendent cannot interfere in this matter. So if the directors begin a school the first of December they may comply with the law.

Suppose they manifest no disposition to comply with law, or even declare (unofficially) that they will not obey? That would not be legal evidence. So long as they have the power to comply with the law the Superintendent cannot act. No county officer would recognize his authority because the law gives him none until a violation of the statute is proved against the directors; and this proof is not possible until the last of November or first of December.

2d. The Superintendent cannot act upon the mere statements of facts as presented in letters, no matter from what source. If he should undertake to do so,—if he should undertake to establish a school and to draw his warrant on the school moneys of the district to pay the teacher,—if he should present an estimate to the county clerk for a tax-levy on the district for the school, without having and exhibiting such evidence of the legal basis of his action as the courts would accept, these officers would not, and ought not, recognize his authority.

Now the difficulty is to procure the facts. As said, no one's simple statement is legal evidence. The facts must be set out in full; embracing the names and ages of the resident colored persons of school age,—the fact that the boards have been petitioned to establish the schools, and have refused or neglected to do so, etc.; and these facts must be sworn to before a notary public.

There is no one in the county or in the district whose official duty requires the collection and presentation of such evidence, and experience has proved that it is not accessible, otherwise. Private parties, no matter how much interested, will not (or rather do not care to) collect and pre-

sent this evidence. The State Superintendent cannot visit the localities for this purpose. It would be a physical impossibility to reach the different sections from which complaints come, in time.

3d. When the time arrives at which under the law he could act, *no tax can be levied* for that year; the county tax-books have been long in the hands of the collector. But a school house cannot be built nor rented except by tax, and if the board has exhausted the fund for teachers' wages on a white school held in the first part of the year, there is no way to pay the teacher of the colored school.

When school boards will not do their duty in this regard, there is only one effective remedy, until the cheat and fraud of the present school law is changed. Interested parties can apply to the Circuit Court of the county for a mandamus against the negligent board.

I have refrained from publishing these facts until forced to do so by the correspondence that renders it an official duty to give them as wide a circulation as possible. I have tried to manage these cases by official correspondence, believing that after a while all parties interested would become familiar with the facts in this way, eventually.

Unless the State Superintendent can persuade officers to be just and law-abiding,—unless he can secure compliance by explaining the law, he is powerless, and those who are defrauded must seek redress in the courts. He has no disinclination to advise, encourage and assist,—he has always done so in the cases referred to him and will continue cheerfully to do so in every case of complaint, but it is a duty to correct the wide-spread impression that he has any real power where the law seems to confer it.

R. D. S

Missouri Official Department.

A case of this kind was recently referred to the office by one of the directors of a school district: Two of the directors met at a director's house without notice to the third [who was clerk] and entered into contract with one of the two to teach the school of the district.

Questions submitted on the above: 1st. Is a meeting held elsewhere than at the school house legal? 2d. Is a meeting legal when no notice has been given the third director? 3d. Is the contract valid when signed by only two of the directors?

Answers: 1st. The law does not require a meeting of directors to be held at the school house. 2d. It is not absolutely necessary to notify the third director in order to render the meeting legal. But it is a gross violation of the ordinary rules of decorum and propriety, and a shameful abuse of the spirit, at least, of official trust for two directors to transact any business without previous notice to the third.

3d. A contract with a teacher, signed by two directors—if not irregular or illegal in other respects—is valid.

Comments.—But in this case the act of the board [the majority] was illegal and the contract invalid. No board can employ one of its number as teacher, nor can it make any contract with a director. The very fact of a man being a party to a contract with himself when public trusts are involved is a glaring absurdity; and the men engaged in this illegal transaction would loudly denounce the same act on a larger scale, if their county or State treasurer should draw warrants or drafts on themselves to pay themselves for services they employed themselves to do. But the magnitude of a transaction does not change a principle.

A good many such cases have been referred to the office recently. A man cannot legally be a director or clerk of a board of directors and a teacher of the school of the district at one and the same time.

CASE TWO.

The president of a school board refuses to sign a warrant for pay of teacher's wages, because he does not like the teacher and objected to his employment.

Question: What is the remedy?

Answer: Let the board meet, decapitate him [officially] and elect another president.

Query: What are legal holidays?

Answer: The first day of January, twenty-second day of February, fourth day of July, twenty-fifth day of December, general election days [the State elections in November every two years with even numbers] and all thanksgiving days appointed by the President of the United States or the Governor of the State.

Query, 2: Are teachers entitled to these holidays?

Answer: They are, and directors can make no deduction from monthly salary on account of them, unless the teacher has foolishly contracted to permit such deduction.

R. D. SHANNON, State Supt.

ILLINOIS OFFICIAL.

Sundry Rulings.

Question:—Can a treasurer pay out special money for other purposes, say building purposes, if a majority of the voters in a district vote to apply special funds for other purposes?

Answer:—A fund raised for a special purpose must be devoted to that purpose alone, until that purpose is accomplished or abandoned. But should there be any surplus, that may be disposed of by a vote of the people.

For instance, if the people of a district have on hand money raised and received for the purpose of maintaining the school for the year, such money ought to be used for that purpose solely, for to maintain a school is a duty imposed upon the district by the law; but if the money on hand for such purpose is more than is needed, then the surplus, if authorized by a vote, may be used by the directors for building purposes. See 5th Illinois, p. 200.

Question:—May township treasurers legally loan more than one hundred dollars of township school funds to one man, on personal security?

Answer:—The spirit of the law is clearly that any loans to one man of more than one hundred dollars in amount should be secured by real estate. I am of the opinion that a township treasurer makes himself personally liable when he loans a larger amount than one hundred dollars to one man upon personal security.

Question:—A's father is a school director, and he and another director employ A to teach school. Is A legally employed?

Answer:—If A is of age, yes. If A is not of age, and his father is entitled to receive and control his wages, no. But if the relations are such between the parent and child that the child is by law entitled to his time, and to receive and control his wages, then A is lawfully employed.

The legal aspect of the question is presented above; but the policy of employing

as a teacher a son or daughter of a member of the board, or other near relative, is bad almost without exception.

"A fruitful source of poor teachers in the public schools is, that in too many districts the son or daughter, niece or nephew of a director, even though barely able to get a certificate of qualifications, easily secures the school through family influence and favor, while an applicant much more competent and willing to teach for the same pay, not being connected by ties of blood or marriage with a director, is passed by. This evil has been felt to be so great in some States that it has been made the subject of legislative enactment. In the absence of any statute upon the subject, the remedy in this State lies almost exclusively in the hands of the directors."—[Supt's Report, 1879-80, p. 46].

JAMES P. SLADE, State Supt.

Recent Literature.

THE ATLANTIC MONTHLY.—The first No. of the "Atlantic Monthly" appeared in November, 1857. Since that time there has not been a single issue which has not more or less successfully realized the wish of Mr. Phillips, its first publisher, "that the magazine should represent what is best in American thought and letters." The contributors to the "Atlantic" include almost without exception, all the American writers who in the twenty-four years of its existence have produced anything of sterling excellence in fiction, essays, sketches, and whatever may be comprised in the best and most varied magazine literature. The numbers for November and December will be sent free to all new subscribers who remit before December 20. Terms, \$4 00 a year, in advance. Houghton, Mifflin & Co., Boston.

THE bound volumes for a year of "Littell's Living Age" make of themselves an elegant library. The numbers for October 16 and October 22 contain Four Centuries of English Letters, by Sir Henry Taylor, "Nineteenth Century"; The Essayists, and Old English Clans, "Cornhill"; Mary Schenewald, a Study in Prophecy, "Fraser"; Hints for an Autumnal Ramble, Reminiscences of George Barrow and W. S. Landor, "Athenaeum"; Electricity as a Factor on Happiness, The Art of Friendship, and Sea Messengers, "Spectator"; My Troubles in Russia, "Chambers' Journal," with instalments of In Trust and the usual amount of poetry.

For 52 numbers of 64 large pages each, [or more than 3,300 pages a year] the subscription price [\$8] is low; but we will send the "American Journal of Education" and the "Living Age" for \$8, post-paid; while for \$10 50 the publishers offer to send any one of the American \$4 monthlies or weeklies with "The Living Age" for a year, both postpaid, Littell & Co., Boston, are the publishers.

APPLETON'S JOURNAL. D. Appleton & Co.; New York.

The November number of this valuable journal is most excellent. The article on Over-Production, by Colonel George Chesney is worth the price of the magazine a year, and should be read by all reading clubs, as well as others. Rambles Among Books, the preceding paper of which series appeared in the June number, is very interesting. The yearly subscription price of this magazine is \$3 00.

THE discussion of the Christian Religion, by Col. Ingersoll and Judge Black, which was commenced in the August number of the "North American Review," is continued in the November issue of that publication. Col. Ingersoll now replies to the strictures of his opponent, and presents much more fully than he has ever before done the logical grounds for his opposition to Christianity. The article will be received with interest by those who have read the first part of the debate, as well as by all those who believe that the cause of truth is best advanced by free

discussion. An early number of the "Review" will contain an exhaustive reply. In a Symposium on Presidential Inability, four of our most eminent jurists, Judge Thomas M. Cooley, the Hon. Lyman Trumbull, Prof. Theodore W. Dwight, and Gen. B. F. Butler, discuss the several weighty problems arising out of Article 2 of the Constitution.

England's Hereditary Republic is the title of a significant paper contributed by the Marquis of Blandford, and Senator George F. Hoar writes a statesmanlike article on The Appointing Power of the President of the United States.

WITH the November number, the title of "Scribner's Monthly" becomes the "Century Magazine". The first issue of the "Century Magazine" will have the general appearance of the old Scribner, but the page will be larger and without rules, so that about fourteen pages of matter is added by the new arrangement. The publishers intend to make the November number of peculiar pictorial beauty and literary interest. One of the principal features will be the portrait of Geo. Eliot, by Burton, which Mrs. Cross's family put forth through the "Century Magazine" as the authorized likeness of the great novelist. The portrait is accompanied by an account—also authorized—of her religious and philosophic beliefs, by Frederick W. H. Myers.

CIVIL SERVICE REFORM IN FICTION.—It is a significant fact that the Civil Service Reform agitation is beginning to show itself in fiction. Mrs. Burnett's "Through One Administration" [to appear in the "Century Magazine"] it is said will have bearings upon this subject. The effect of the present system upon the character of civil servants is brought out with great force; and Washington society altogether is said to be depicted with a good deal of subtlety, and with the intimate knowledge that only comes with years of residence.

The "Century Magazine" will also publish before long a short story, giving both the humorous and tragical side of the subject.

WIDE AWAKE.—The November number of this publication, which has recently been enlarged, has two excellent Thanksgiving features: a fine historical poem by Mrs. Margaret J. Preston, entitled "The First Thanksgiving, A. D. 1622," and "How the Little Steadman's Had a Good Time." D. Lothrop & Co., Boston.

THE "Art Amateur" for October contains a great variety of designs for china painting, art needlework and general decoration, including some clever silhouette menu cards, and some capital serio comic figures of Oscar Wilde and his fellow aesthetes for outline embroidery or etching on linen.

The practical instructions in this number relate especially to harmony in colors, monograms, needlework, china painting and painting in water colors. Price, \$4 per annum; 35 cents a number. Montague Marks, publisher, 23 Union Square, New York.

ST. NICHOLAS. The Century Co., New York.

The frontispiece of the November number of this magazine is a most beautiful engraving of Miss Frances Harris, from a painting by Sir Joshua Reynolds. The ninth birthday greeting appears on the first page.

An Old Fashioned Thanksgiving, by Louisa Alcott, will be read with interest. The subscription price of St. Nicholas is \$3 00 a year.

THE NURSERY.—The publishers say that all subscriptions for "The Nursery" received after this date, except such as terminate with the present year, will be regarded as subscriptions for "Our Little Ones," and will be handed to the Russell Publishing Co. Bound volumes of "The Nursery" for 1881 will be ready Dec. 1st, and will be one of the most pleasing Christmas gifts for those who have not been fortunate enough to have had the reading of them each month.

D. HARTER'S

(Endorsed and recommended by the medical profession, for Dyspepsia, General Debility, Female Diseases, Want of Vitality, Nervous Prostration, and Convalescence from Fevers, &c.)

GENTLEMEN: I was suffering from general debility to such an extent that my labor was exceedingly burdensome to me. A vacation of a month did not give me much relief, but on the contrary, was followed by increased prostration and sinking chills. At this time I began the use of your IRON TONIC, from which I realized almost immediate and wonderful results. The old energy returned and I found that my natural force was not permanently abated. I have used three bottles of the Tonic. Since using it I have done twice the labor that I ever did in the same time during my illness, and with double the ease. With the tranquil nerve and vigor of body, has come also a clearness of thought never before enjoyed. If the Tonic has not done the work, I know not what I give it the credit. J. P. WATSON, Pastor Christian Church, Troy, O.

The Iron Tonic is a preparation of Protoxide of Iron, Ferrous Bark, and Phosphates, associated with the Vegetable Aromatics. It serves every purpose where a Tonic is necessary.

IRON TONIC

MANUFACTURED BY THE DR. HARTER MEDICINE CO., NO. 213 NORTH MAIN STREET, ST. LOUIS.

OUR LITTLE ONES.—The specialty of this magazine continues to be its rich and artistic illustrations. These pictures convey ideas which the minds of little people cannot grasp from simple print, and so they learn to read and think quickly. The stories, poems and sketches are interesting, amusing and instructive. Russell Publishing Co. Boston.

Asthma sufferers should write to H. P. K. Peck & Co., New York City. See the advertisement headed "Asthma Cured," in another column.

The St. Louis Public Schools.

The regular correspondent of the New York *Mercantile Review*, under the head of "St. Louis and her Successful Merchants," says:

"There is not within the whole range of the American Government, National, State or municipal, an institution which receives so much careful solicitude as the education of the youth. As proof of this, look at the large, commodious, well-ventilated school buildings erected in the larger towns and cities.

The health, comfort and convenience of the pupils are being more carefully looked after at the same time.

Evidence of this all-important matter is furnished by the fact that over half a million of

MERWIN'S PATENT GOTHIC DESKS have been sold since their superior merits became known.

These desks are constructed not only upon true physiological principles, but with a view to economise space, as well as to afford perfect ease and comfort to the pupil. They are made with a heavy iron frame work and with a curved folding slat seat, with an inclination of the back, which sustains the form in an upright position. These desks are made in half a dozen different sizes, to suit the ages of pupils.

Mr. J. B. Merwin, 704 Chestnut Street, St. Louis, is the owner and manufacturer of the Patent Gothic Desk. He also carries a large stock of school supplies, such as Globes, Outline Maps, Liquid Slating, and everything essential in schools. A strong and popular business man. He has by this Patent Desk contributed largely to the success of our schools, and to the cause of education throughout the whole country.

We take pleasure in presenting to our readers the endorsement of Dr. Wm. T. Harris, Superintendent of the Public Schools of St. Louis for 13 years, and one of the ablest instructors in America, and who is the author of a series of readers published by D. Appleton & Co., which have had a sale of over two million copies.

J. B. Merwin, Esq., 704 Chestnut Street, St. Louis:

Dear Sir—It gives me pleasure to state that the desks and seats which you put into the school rooms of this city, after a thorough trial of more than thirteen years, give entire satisfaction.

Not a single Patent Gothic Desk has been broken.

The Patent Gothic Desk, with curved folding slat seat, with which you furnished the High Schools, are not only substantial and beautiful, but by their peculiar construction secure perfect ease and comfort to the pupil. At the same time they encourage that upright position so necessary to the health and proper physical development of the young.

These considerations commend this desk to all who contemplate seating school houses. Respectfully yours, WM. T. HARRIS, Supt. Public Schools, St. Louis, Mo.

Important to Travelers.

Special inducements are offered you by the Burlington Route. It will pay you to read their advertisement to be found elsewhere in this issue.

Fast and Safe.

The Wabash, St. Louis & Pacific Railway have put on a limited express for New York, leaving Union Depot at 7:50 a. m., arriving at grand central depot, New York City, 6:30 p. m. next day, making the distance in

THIRTY-THREE HOURS

and forty minutes, from four to six hours better time than any other route. Passengers on this train take breakfast and dinner in the

SUPERB DINING-CARS

of this line. For tickets call at Grand Union Ticket Office, 120 North Fourth Street, cor. of Pine. H. C. Townsend, General Passenger Agent.

The Popular Demand.

So great has been the popular demand for the celebrated remedy Kidney-wort, that it is having an immense sale from Maine to California. Some have found it inconvenient to prepare it from the dry compound. For such the proprietors now prepare it in liquid form. This can be procured at the drug-gists. It has precisely the same effect as the dry, but is very concentrated so that the dose is much smaller.—[Lowell Mail.]



DR. C. W. BENSON of Baltimore, Md. inventor and proprietor of the celebrated Celery and Chomomile Pills. These pills are prepared expressly to cure Sick Headache, Nervous Headache, Neuralgia, Nervousness, Paralysis, Sleeplessness and Dyspepsia, and will cure any case, no matter how obstinate, if properly used. They are not a cureall, but only for those special diseases. They contain no opium, morphine or quinine, and are not a purgative, but regulate the bowels and cure constipation by curing or removing the cause of it. They have a charming effect upon the skin, and a lovely quieting effect upon the nervous system, simply by feeding its ten thousand hungry, yes, in some cases starving absorbents. They make or create nerve matter and give power, force and buoyancy to the nerves, and in that way increase mental power, endurance and brilliancy of mind. Nobody that has a nervous system should neglect to take them two or three months in each year, as a nerve food, if for no other purpose.

Sold by all druggists. Price, 50 cents a box. Depot, 106 North Eutaw St., Baltimore, Md. By mail, two boxes for \$1, or six boxes for \$2 50, to any address.

DR. C. W. BENSON'S
SKIN CURE
Is Warranted to Cure
ECZEMA, TETTERS, HUMORS,
INFLAMMATION, MILK CRUST,
ALL ROUGH SCALY ERUPTIONS,
DISEASES OF HAIR AND SCALP,
SCROFULA ULCERS, PIMPLES and
TENDER ITCHINGS on all parts of the body. It makes the skin white, soft and smooth; removes tan and freckles, and is the BEST toilet dressing in THE WORLD. Elegantly put up, two bottles in one package, consisting of both internal and external treatment.
All first class druggists have it. Price \$1. per package.

To Whom it May Concern.

Be it known to all who are desirous of improving themselves, that a method exists, by which any study of the Common or High School courses may be pursued at home. The lessons and the minute criticisms of all the work are sent through the mails. All the force of the teacher is given to the pupil individually, and a thoroughness is imparted which can seldom be reached in the class-room.

Send for terms to the instructor,

W. H. MILLER, Box 147,

Superintendent of Schools,

12-6 14-5

Bunker Hill, Illinois.

\$72 A WEEK. \$12 a day at home easily made. Costly outfit free. Address TRUX & Co., Augusta, Maine.



Agents and Buyers Wanted for fine Gold and Silver Waltham Watches. Liberal terms to active agents. A single Watch sold below factory prices. Watches sent by express to be examined before paying money. Catalogue free. N. H. White, Jeweler, Newark, N. J.

Quintilian said long ago: "The face is the dominant power of expression. With this we supplicate; with this we soothe; with this we mourn; with this we rejoice; with this we triumph; with this we make our submissions; upon this the audience hang; upon this they keep their eyes fixed; this they examine and study even before a word is spoken."

Does not Supt. Parker of the Quincy Schools, give the fundamental secret of success in the following sentence?

"My main reliance for the perpetuity of good work is in slowly leading teachers to understand the principles of teaching. If principles are understood, methods will take care of themselves."

The New York State Board of Health has just issued a circular to teachers, calling upon them to give detailed information concerning the construction and arrangement of the school houses, and the effect upon the pupils' health of existing regulations of study and school discipline.

Let it be understood by all that the school is a community, and that each individual has rights, and the community as a whole has rights; that individual rights never conflict with society rights. In a community, whenever a person interferes and continues to interfere with the rights or the safety of the community, the person is separated from society; is placed in confinement.

To interpret common events for common men is to enrich life where it is poorest, to brighten it where it is darkest, to make it inspiring where it is most depressing, to turn it into poetry where it is most prosaic.

The St. Louis Magazine.

The St. Louis Magazine, now in its eleventh year, contains a number of beautiful views of street scenes, public buildings, a fine picture of the world-renowned Union Market, and other illustrations of the city of St. Louis, besides a great variety of stories, poems, a profusely illustrated fashion article, and other timely reading. Sample copy sent for two three-cent stamps. Address "St. Louis Magazine," 213 North Eighth Street, St. Louis. The magazine and "American Journal of Education" both sent one year for \$1.50.

Important to Travelers.

Commencing Sunday, October 30, and every day thereafter, until further notice, the Iron Mountain Route will run a solid train consisting of sleeping cars, day coaches and baggage car, from St. Louis through Houston to Galveston without change of any class, leaving Union Depot at 10:40 a. m.

Through sleeping car for Dallas, Ft. Worth and western Texas will leave Union Depot at 9 p. m. daily.

Through sleeping car for Mobile and New Orleans will leave Union Depot at 8:30 p. m. daily.

F. CHANDLER,

Gen. Pass. and Ticket Agent.

Boys, read the unparalleled offer made by the Acme Mfg. Co. Printing Press and complete outfit only \$2.

MERWIN'S PATENT GOTHIC DESK WITH CURVED BACK AND SEAT.

Five sizes of these Patent Gothic Curved Folding Slat-seat Desk are made, to accommodate pupils of all ages. We give a cut below of the numbers and sizes so that school officers may know how to order, and what sizes to order. Floor space, 3½ by 2½ feet. Top should lap over edge of seat about three inches.



Size 5. Size 4. Size 3. Size 2. Desk, Size 1. { Back Seat Size 1, to start the rows with

Size 1. High School, for two pupils from 15 to 20 years of age. Price, \$
Size 2, Grammar, " " 12 to 16 " Price, \$
Size 3, First Intermediate, for two pupils from 10 to 13 years of age. Price, \$
Size 4, Second " " 8 to 11 " Price, \$
Size 5, Primary, for two pupils from 5 to 9 years of age. Price, \$
Rear Seats all sizes, \$5.50

Outline Maps, Slatting, and everything needed in schools. Call upon or address, with stamp for reply, and write direct to

J. B. MERWIN,

Manufacturer and Dealer in School Supplies of all Kinds,

No. 704 Chestnut Street, ST. LOUIS, MO.

MERWIN'S COMBINATION DESK AND SEAT.

Combination Desk and Seat.



Desk and Seat. Back Seat to start the rows with.

This "Combination Desk" is used in most of the schools in St. Louis, and answers a most

admirable purpose. It is as strong, durable as substantial as the 'curved folding-slat seat' but it is cheaper, and is entirely satisfactory.

Five sizes of the "Combination Desk and Seat" are made, to suit pupils of all ages.

Size 1, Double, High School, seating two persons from 15 to 20 years of age. Price, \$

Size 2, Double, Grammar School, seating two persons from 12 to 16 years of age. Price, \$

Size 3, Double, First Intermediate, seating two persons, 10 to 12 years of age. Price, \$

Size 4, Double, Second Intermediate, seating two persons 8 to 11 years of age. Price, \$

Size 5, Double, Primary, seating two persons 5 to 9 years of age. Price, \$

Back or starting seats to correspond with any size desk. Price, \$.

These seats and desks are the plainest and cheapest in price of any manufactured,

The seats range in height from eleven inches to sixteen inches. The stanchions or end pieces are iron, with wide continuous flanges. They are better proportioned and braced, neater, and more graceful in design than any other combination seat made. Teachers and school officers can easily calculate the sizes of desks needed by the average number of pupils between 5 and 20 years of age. Floor space 3½ by 2½ feet.

Is it Economical?

This question is eminently proper. The "Home-made Desks" are clumsy and ill-shapen at best—they cost nearly as much as the improved school desks in the first place. They soon become loose and rickety, as all wood desks do—and then they must be replaced by others, and when this is done you have paid more for the two lots of poor desks than the improved desks would have cost, and still have a poor desk. So the question answers itself. It is economy to buy good desks in the first place—for these will last as long as the school house stands.

A STRONG ENDORSEMENT.

This Combination Desk and Seat, after a thorough trial of more than Twelve Years, has just been RE-ADOPTED for use this year by the Board of Education in St. Louis.

For further information, circulars of globes, outline maps, slating, and everything needed in schools, call upon or address, with stamp for reply, and write direct to

J. B. MERWIN,

Manufacturer and Dealer in School Supplies of all kinds,

704 Chestnut St., St. Louis Mo

10,000 STANDARD BOOKS, NEW AND OLD.

WANTED AGENTS— I have special books for agents. State what catalogue you want when you write.
DAN LINAHAN,
333 Washington Avenue, St. Louis, Mo.
13-10

ANY AND EVERYTHING

Needed in Schools of all grades, can be had

CHEAP

by calling upon or addressing, with stamp for reply.

J. B. MERWIN,

704 CHESTNUT STREET, ST. LOUIS, MO.

Valuable Book Given Away.

"Pleasure Resorts of St. Louis and Vicinity," is the title of a handsomely illustrated little volume, just issued by the principal railroads centering in St. Louis. As the name indicates, it contains a description of the public gardens, pleasure resorts and picnic grounds in St. Louis, and those located on the railroads adjacent to the city. In addition to this, and that which makes the work especially valuable, is the fact that all of the noted mineral springs located in the Southwest are fully described. Location, best mode of access, and the special medicinal virtues of the waters are clearly defined, and much important information given in regard to these health-giving resorts not heretofore published. The wonderful Excelsior Springs of Western Missouri, in Clay County, near Kansas City, the waters of which have effected many of the most remarkable cures in this century, are among the places described. This valuable reference book will be mailed free to all by sending address to

H. C. TOWNSEND,
Gen. Pass. Agent Wabash, St. Louis & Pacific Railway, St. Louis, Mo.

Good Hotels.

Hotel accommodations for travelers are of the greatest importance to persons who have to move about the country on business, or to visit Niagara, Saratoga, White Mountains, Coney Island, Long Branch or other summer resorts. "Just where to go" is what every man wants to know when he leaves home. The Grand Union Hotel, opposite Grand Central Depot, New York city, is a very popular resort, because the attendance there is prompt and satisfactory. The charges are reasonable and the menage complete; try it. Families can live better for less money at the Grand Union Hotel than at any other first class hotel in the city. Be careful to see that Grand Union Hotel is on the sign where you enter.

Agents, or any one desiring lucrative, honorable employment, should read advertisement of Follett Lamp Tip Co. Great chance.

CAMP'S PRIMARY MAPS.

The Best Physical and Political
Outline Maps Published.

Encouraged by the favor with which the larger set of Camp's New Outline Maps have been received, we have prepared a new and beautiful set of maps, which are especially designed for the use of schools which think they cannot afford to purchase the larger set.

The Primary Set consists of

No. 1. The hemispheres, size about 30x50 inches
No. 2. North America 25x30 "
No. 3. The United States... 30x50 "
No. 4. South America..... 25x30 "
No. 5. Europe..... 25x30 "
No. 6. Asia..... 25x30 "
No. 7. Africa..... 25x30 "
No. 8. Oceania..... 25x30 "
This set is as well engraved and as well made in every particular as the larger set; the numbers are identical, and the same key will accompany it.

Prices of Camp's Primary Maps, with Key.

Backed with muslin, colored, bound in neat portfolio..... \$30.00
Backed with muslin, colored, bound, varnished, on rollers..... 20.00

The Common School Set of Apparatus

Embraces in addition to the Desks and Seats, the Teacher's Desk and Chair, Recitation Seat and Blackboards, a set of Camp's Outline Maps and Key, costing from..... \$20.00 to \$30.00
Set Reading Charts..... 3.00 to \$5.00
Set Cutter's Physiological Charts..... 8.00 to 18.00
Teacher's Guide to Illustration..... 1.00
Terrestrial 8-inch Globes..... 8.00 to \$14.00
Hemisphere 5-inch Globe..... 3.25
Object Teaching Forms..... 3.25
Numerical Frame..... 1.50
Cube Root Blocks..... 1.10
Horse Shoe Magnet..... 50
For circulars of school desks, maps, globes, charts, and apparatus of all kinds, address with stamp for reply, and write direct to

J. B. MERWIN,

704 Chestnut Street, St. Louis.

Illinois Central Railroad.

TIME TABLE.

STATIONS	Train No. 3, Daily, except Sunday		Train No. 3, Daily, with Through Sleeping Car Chicago to New Orleans.	
	Train 1, Daily except Sunday	Train 2, Daily except Sunday	Train 1, Daily except Sunday	Train 2, Daily except Sunday
Leave Chicago.....	8.40 a. m.	8.30 p. m.	8.30 p. m.	8.30 p. m.
Arrive Effingham.....	4.40 p. m.	3.55 a. m.	3.55 a. m.	3.55 a. m.
Arrive Odessa.....	7.10 p. m.	5.45 a. m.	5.45 a. m.	5.45 a. m.
Arrive Centralia.....	7.35 p. m.	6.10 a. m.	6.10 a. m.	6.10 a. m.
Leave Centralia.....	10.05 p. m.	6.15 a. m.	6.15 a. m.	6.15 a. m.
Arrive Cairo.....	4.05 a. m.	10.50 a. m.	10.50 a. m.	10.50 a. m.
Arrive Martin.....	7.40 a. m.	1.25 p. m.	1.25 p. m.	1.25 p. m.
Leave Martin.....	10.40 a. m.	10.15 p. m.	10.15 p. m.	10.15 p. m.
Arrive Nashville.....	7.30 p. m.	10.00 a. m.	10.00 a. m.	10.00 a. m.
Arrive Milan.....	9.10 a. m.	2.45 p. m.	2.45 p. m.	2.45 p. m.
Leave Milan.....	12.15 p. m.	3.30 a. m.	3.30 a. m.	3.30 a. m.
Arrive Memphis.....	4.15 p. m.	8.15 a. m.	8.15 a. m.	8.15 a. m.
Arrive Jackson, Tenn.....	10.40 a. m.	4.00 p. m.	4.00 p. m.	4.00 p. m.
Leave Jackson, Tenn.....	10.45 a. m.
Arrive Mobile, Ala.....	1.50 a. m.
Arrive Gr. Junction.....	12.45 p. m.	6.00 p. m.	6.00 p. m.	6.00 p. m.
Leave Gr. Junction.....	6.22 p. m.	6.23 p. m.	6.23 p. m.	6.23 p. m.
Arrive Memphis.....	8.20 p. m.	8.20 p. m.	8.20 p. m.	8.20 p. m.
Arrive Jackson, Miss.....	5.40 a. m.	3.21 a. m.	3.21 a. m.	3.21 a. m.
Leave Jackson, Miss.....	5.40 a. m.	5.40 a. m.	5.40 a. m.	5.40 a. m.
Arrive Vicksburg.....	8.00 a. m.	8.00 a. m.	8.00 a. m.	8.00 a. m.
Arrive New Orleans.....	7.15 a. m.	11.00 a. m.	11.00 a. m.	11.00 a. m.

NOTE—That Train No. 3 (with through New Orleans sleeper) leaving Chicago at 8:30 p. m. daily, arrives at New Orleans at 11:00 a. m. the second morning (38½ hours). This is 8 hours quicker time than has ever been made from Chicago to New Orleans, and 8 hours quicker time than by any other route.

NOTE—That Train No. 3, leaving Chicago at 8:30 p. m., arrives at Memphis via Grand Junction and the Memphis & Charleston Railroad, at 8:20 p. m. (23 hours and 50 minutes from Chicago). Passengers on this train have the advantage of through sleeper to Grand Junction, which is reached at 6:00 p. m.

NOTE—That passengers leaving on Train No. 1, make connection at Milan with Louisville & Nashville train, arriving at Memphis at 4:15 p. m.; also at Grand Junction with Memphis & Charleston Railroad, arriving at Memphis at 8:20 p. m.

NOTE—The close connection with the Mobile & Ohio Railroad at Jackson, Tenn., and the quick time we are thus enabled to make. Mobile passengers can secure sleeping car accommodations for Train No. 1 at Du Quoin, at 12:15 a. m., and again at Jackson, Tenn., direct for Mobile.

Respectfully,
A. H. HANSON,
General Passenger Agent.
THOS. DORWIN, General Northern Passenger Agent, Chicago.

C. E. RUSSELL, Traveling Pass. Agt., Chicago.
JOHN J. SPOULL, General Agt., New York.

Which Way To-Day?

THE POPULAR



Extends the advantages of its

SUPERIOR ACCOMMODATIONS!

To Passengers going

East, Northeast,
North, Northwest,
West, and Southwest.

The important features of this line are its
Unequaled Through Car System,

Running Palace Sleeping Cars daily from ST. LOUIS to New York, Boston, Chicago, Omaha, Ottumwa, Kansas City, and all intermediate points. New and Elegant Superb Dining Cars attached to through trains, in which first-class meals are served at 75 Cents.

For Tickets, Sleeping Car Berths, etc., call at
**GRAND UNION TICKET OFFICE,
120 N. Fourth, cor. Pine, St. Louis.**

J. C. GAULT,
Gen'l Manager.

H. C. TOWNSEND,
Gen'l Pass'r Agent.

TAKE THE



North, West & Northwest.
IT IS THE ONLY LINE

Running Pullman Sleeping cars between
ST. LOUIS AND PEORIA

AND
ST. LOUIS AND ROCK ISLAND.

It is the **SHORT LINE** between
**St. Louis,
Cedar Rapids,
Minneapolis
and St. Paul.**

Parlor Cars with Reclining Chairs between St. Louis and Burlington, and Pullman Sleeping Cars from Burlington to Minneapolis WITHOUT CHANGE.

The FAVORITE ROUTE between
**St. Louis, Ottumwa, Des Moines,
Council Bluffs, Omaha and Lincoln.**

Passengers by this Line have only one change of cars between St. Louis and Lincoln, Nebraska. Direct connections at Omaha with through trains on the Union Pacific Railroad for
All Points in the Far West.

The most pleasant route for Dubuque, Racine, Milwaukee, LaCrosse, and

ALL POINTS NORTH.

Steel track and superior equipment, combined with their Great Through Car Arrangement, makes this, above all others, the favorite route to the North, Northwest, and the Far West.

Try it, and you will find traveling a luxury instead of a discomfort.

W. D. SANBORN, C. G. LEMMON,
Gen'l Agent, Ticket Agent.
112 NORTH FOURTH STREET, 112
ST. LOUIS, MO.

PERCEVAL LOWELL, Gen'l Pass. Agt.
Chicago.
T. J. POTTER, General Manager, Chicago.
14-26

Louisville & Nashville Railroad

"Evansville Route."

(Formerly St. Louis & Southeastern)

THE SHORT LINE

And positively the best route from

St. Louis

—TO—

Nashville, Tenn.,

Where it connects for all points

SOUTH AND SOUTHEAST,

Including
Chattanooga,
Atlanta,
Augusta,
Macon,
Brunswick,
Savannah,
Jacksonville, Fla.,
Charleston,
Petersburg, Norfolk and Richmond, thus forming the

Pensacola,
Decatur,
Huntsville,
Montgomery,
Mobile,
New Orleans
Knoxville,
Bristol,
Lynchburg.

CREAT TRUNK ROUTE

Between these points and St. Louis.

Travelers, remember this is the great Passenger and Mail Route. It affords you the advantage of Pullman Palace Sleeping Coaches through to Nashville without change. No other line can offer this accommodation.

This is the best route for

Belleville, Shawneetown,
And all points in Southern Illinois.
It is the only line for

EVANSVILLE

And all points in Southern Indiana and North western Kentucky.

For through tickets and full information call at Ticket Office, 106 North Fourth Street, opposite Planters' House.

F. BLUE,
Gen. Ticket Agt.
JAS. MONTGOMERY, Gen. Supt.
W. F. CONNER, Ticket Agent.
106 North Fourth Street, St. Louis.

St. Louis and Cairo Short Line.

VIA DU QUOIN.

Shortest and Quickest Route to

**NEW ORLEANS, MEMPHIS,
MOBILE, VICKSBURG,**

And all Southern Cities.

The only Southern Line running trains from Union Depot, and the ONLY LINE running Pullman Sleepers through to New Orleans and Memphis without change.

Ticket office, 104 N. Fourth Street, and Union Depot, St. Louis.

E. H. COFFIN, GEO. W. PARKER,
Ticket Agent. General Manager.

EVERYTHING FOR SCHOOLS.

Address, with stamp for reply,
And write direct to

J. B. MERWIN,

Dealer in school supplies of all kinds.

704 Chestnut street, St. Louis, Mo.

E. F. SAILOR

CARDS, CIRCULARS,
CHECKS, NOTES,
CATALOGUES.

915 N. Sixth Street, St. Louis

FINE ♦ JOB ♦ PRINTING

MANUFACTURER OF
GUMMED LABELS ♦ ADVERTISING CARDS ♦

FINE
OFFICE STATIONERY

Send Green Stamp for
Samples and Prices.

Orders by Mail receive
Prompt attention.

The Best Work at Low Prices

Endorsements from Texas

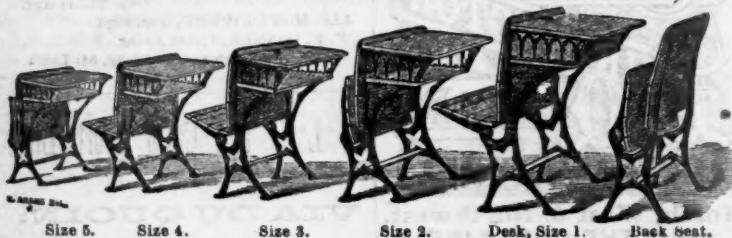
We commend the following letter from one of the best known and ablest educators in Texas, to those who design to furnish their schools:

RIVERSIDE INSTITUTE, LISBON, Dallas County, Texas.

J. B. MERWIN, St. Louis, Mo.:

My Dear Sir—I feel it to be not only a pleasure but a duty to say to teachers, trustees, and others interested in education in Texas, that the *School Desks, Maps, Globes, Charts, Blackboards* and other apparatus purchased of you some time since for this institution, amounting to nearly \$500, came safely and promptly to hand, just as ordered, and the outfit is a splendid one in every way. I found everything to be just as you represent it, and I take pleasure in saying to those in need of school desks, after thoroughly testing them—that

The Patent Curved Back Gothic Desk and Seat,



is the best desk and seat I have ever seen or used, and I desire to say further—that if our Texas people need articles in their schools, and they certainly do, you will do as well, and I think better, by them than any one else I know of engaged in supplying schools.

Very truly yours,

JAMES R. MALONE,
President Riverside Institute.

CATARRH Speedily and Permanently Cured.
Send for testimonials and mode of treatment.
Address Drs. Kitzmiller & Kitzmiller—Piqua, Ohio. 14-3 15-3

Good Printing at Reasonable Rates.

**SLAWSON & CO.,
BOOK AND JOB PRINTERS,**

S. W. COR. MAIN & OLIVE STS.,
ST. LOUIS.



Estimates of cost of any kind of Printing or Binding furnished with pleasure. All work entrusted to us will be promptly and neatly done, at lowest rates, and shipped to any part of the country.

Start in Business

For yourself. For One Dollar I will send my Recipe for Plating Table Cutlery, etc., giving minute instructions, so as to enable any one to take hold successfully at the start. Table knives and forks, shears, scissors, knitting needles, parts of sewing machines, surgical instruments, watch-makers', piano-tuners' and draughtsmen's tools, parts of guns, revolvers and pistols, harness trimmings, etc., are plated by my process. Warranted to wear three years. Everything needed can be obtained in any city, almost any town. With the knowledge of this business you can travel around the world, or locate in any part of it. You need never be out of work. There is always a demand for this work; there is no better business advertised. Well worth \$1 for use in your own family. Three years' experience. PRACTICAL information given. Name this paper.

14-10 12 ALBERT A. COWLES,
Pleasant Valley, Litchfield County, Conn.

1860. A MARVEL OF INGENUITY! A MODEL OF PERFECTION!! 1881.
THE ACME PRINTING PRESS AND COMPLETE OUTFIT.

Delivered free anywhere in the United States on receipt of \$2.00.

In introducing our new Rollway Printing Press, we have not only brought before the public under the name of the ACME PRESS, a machine of the most perfect kind ever yet brought before the public, but we have also introduced a new and improved method of printing, which we call the ACME METHOD. This method is a complete revolution in the art of printing, and it is the only method that will enable any one to print as well as the best printers in the world. The ACME PRESS is a complete outfit, and it is the only outfit that will enable any one to print as well as the best printers in the world. The ACME PRESS is a complete outfit, and it is the only outfit that will enable any one to print as well as the best printers in the world.



BUCKEYE BELL FOUNDRY
Bells of Pure Copper and Tin for Churches,
Schools, Fire Alarms, Farms, etc. FULLY
WARRANTED. Catalogue sent Free.
VANDUZEN & TIFT, Cincinnati, O.

Best School Report Card Published.

Aids teachers in curing tardiness; interests parents. Send 3 cent stamp for sample card. Packages of 50 sent post-paid for 20 three cent stamp—or 100 for \$1. Address all orders or communications to S. S. McBride, West Farmington, Ohio 14-9 10t



**School
Medals**

of Gold and Silver. The best kind of Reward ever given out in school or college. Greatest help to teachers ever known. Can

be sent by mail. Send stamp for catalogue. Also silk badges and rosettes for committees made to order R. W. Kip, manufacturing jeweler, 82 Fulton Street, New York. 14-10 1t

\$66 a week in your own town. Terms and \$5 outfit free. Address H. HALLETT & Co. Portland, Maine. 13-10 14-9

AGENTS



In every County to sell the Wallace Improved "Peerless" Washer. Big Commission, Easy Sale, Exclusive Territory. It is without doubt the best self-operating Washer in the world. It will wash any kind of clothes clean, from a handkerchief to a bed quilt, without a particle of rubbing. It will fit in any kind of boiler, without any chemicals or washing preparations, and without the exhausting labor and the ruinous wear and tear of garments as by the wash-board, or as by the different processes of pounding, squeezing and dashing the very life out of them. The operation of the machine consists in rapidly and continuously forcing all the hot water contained in the boiler from the bottom to the surface, through the discharge pipe, at the rate of 18 gallons per minute, when in full operation, and then, by the force of suction drawing it downward through the solid linen, causing it to search out and eradicate every atom of dirt; leaving the articles after passing thoroughly cleaned and purified, and having the pure whiteness of new goods imparted to them. The Washer is especially valuable for washing all kinds of fragile fabrics, such as lace, lawns, cambrics, &c., which are too delicate to be subjected to the wash-board. We want agents to remember that our Washer is the original self-operating Washer. Since our patent was granted (March 23, 1869), there has been over 20 imitations offered for sale, some of which are a direct infringement on our patent; but the universal verdict is that our Washer is still the "best." It is made of non-corrosive metal, and is warranted never to rust or to get out of repair. It throws two steady streams and will work with much less heat than any other Washer. One agent reports 150 sales in one month; another 72 in two weeks; another sold 40 in ten days. We have scores of agents who are selling 12 Washers every week. Any intelligent man or woman can do as well. AGENTS WANTED in every County. Most of our agents are averaging over \$100 profits every month. Remember, we guarantee every Washer to give perfect satisfaction. Price, only \$25, delivered free, all charges paid, to any part of the United States. Cash must accompany all orders. Remit by Post Office order, registered letter, bank check or draft. For our responsibility we refer you to any Newspaper or Express Company in this city. Descriptive circulars and full directions sent with each machine. Address, WALLACE WASHER CO., 60½ Warren St., N. Y.

A Bargain! A Good Magic Lantern!

It has 80 slides, mostly astronomical, and is for sale at our office. The slides alone are worth \$100, at catalogue prices. The whole will be sold very cheap.

We have also for sale cheap,
A Solar Microscope,
English make, with set of mounted objects. Large magnifying power. Address with stamp for reply,
14-8 1t J. B. MERWIN,
704 Chestnut Street, St. Louis.